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ABSTRACT

A SMART Learner is a lifelong learner who can adapt to rapid change and who possesses characteristics associated with success in and out of school. These workshop materials to help parents help their children become SMART learners provide: information from current research and best practice; learning activities that will actively engage parents in thinking and talking about important issues; time for parents to share with other parents; and activities for parents to take home to share with their children. The workshop materials begin with evaluation instruments for parents and assessment guides for facilitators. These are followed by materials for an overview workshop on SMART learners. The remaining materials are for the workshops specific to each area of the SMART acronym: Successful, Motivated, Autonomous, Responsible, and Thoughtful. Each area includes facilitator notes for activities and handouts for parents. (HTH)

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Doing Your Part To Help Your Child Become SMART*

*Successful, Motivated, Autonomous, Responsible, Thoughtful)

Six Workshops on Parenting SMART Learners

Beth Sattes, Jackie Walsh, and Mickey Hickman
October 1999

PS 029118

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Doing Your Part To Help Your Child Become SMART

Six Workshops on Parenting SMART Learners

Beth Sattes, Jackie Walsh, and Mickey Hickman

October 1999

AEL, Inc.
Post Office Box 1348
Charleston, West Virginia 25325

AEL's mission is to link the knowledge from research with the wisdom from practice to improve teaching and learning. AEL serves as the Regional Educational Laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates both a Regional Technology in Education Consortium and the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Center and operates the ERIC Clearinghouse on Rural Education and Small Schools.

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Doing Your Part To Help Your Child Become SMART*

Announcing Six Workshops on Parenting SMART Learners

A SMART learner is a lifelong learner who can adapt to rapid change and who possesses characteristics associated with success in and out of school.

Developed by AEL, this *series of six workshops* will provide

- information from current research and best practice
- learning activities that will actively engage you in thinking and talking about important questions and issues
- time for you to share with other parents
- activities for you to take home to use with your children

***Successful, Motivated, Autonomous, Responsible, Thoughtful**

Overview: ***What Are SMART Learners?***

Date: _____ Time: _____ Location: _____

In this initial workshop, you will learn a new meaning for SMART learner. You'll participate in fun and engaging activities as you explore the five characteristics of SMART learners: successful, motivated, autonomous, responsible, and thoughtful. With other parents, you'll begin exploring ways to support your children's development as SMART learners.

"S" is for Successful

Date: _____ Time: _____ Location: _____

Successful means working to the best of one's ability. Parents can support their children's success in school by using current findings on the brain and learning. This session will provide an introduction to brain-based learning and will encourage you to think with other parents about how to put this information into practice in your home.

"M" is for Motivated

Date: _____ Time: _____ Location: _____

Is your child a self-starter, or do you have "to stay on his back" to get him to complete his work? Does your child seem to want to do her best in school, or do you have to bribe and punish to get her to do her best? What can you do to help your child develop intrinsic (internal) motivation? These are among the questions you'll explore this session. As you learn with other parents, you'll consider findings from current research.

"A" is for Autonomous

Date: _____ Time: _____ Location: _____

Each individual has her own unique approach to learning. Every child has strengths upon which he can build. During this session, you'll learn about the theory of multiple intelligences and you'll have the opportunity to identify your own primary learning style. Most importantly, you'll talk with other parents about how you can identify and best support your own children's learning strengths to help them become more independent, or autonomous, learners.

"R" is for Responsible

Date: _____ Time: _____ Location: _____

How can you help your children become increasingly responsible? During this session, you'll explore this question with other parents as you talk about such issues as completion of homework assignments and delay of gratification. You will learn what "experts" have to say about this topic and also engage in conversations with other parents.

"T" is for Thoughtful

Date: _____ Time: _____ Location: _____

All parents want to do everything possible to help their children become good thinkers. During this session you'll learn how your communications with your children can improve their ability to think through problems and topics. Specifically, you'll consider how questioning, active listening, and modeling can encourage and support thinking.

Name of School: _____

Parenting SMART Learners—Overview Workshop

AEL has developed these materials for parent of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes _____ Maybe _____ No _____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A.	Activities were enjoyable	A	B	C	D	F
B.	Activities were worthwhile	A	B	C	D	F
C.	Instructions were clear	A	B	C	D	F
D.	Activities were relevant to me and my family	A	B	C	D	F
E.	This workshop caused me to think about my parenting	A	B	C	D	F
F.	This session gave me some ideas to try with my kids	A	B	C	D	F
G.	At this workshop, I learned some new things about how people learn	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Name of School: _____

Parenting SMART Learners—Workshop "S" is for Successful

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes _____ Maybe _____ No _____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A. Activities were enjoyable.	A	B	C	D	F
B. Activities were worthwhile	A	B	C	D	F
C. Instructions were clear.	A	B	C	D	F
D. Activities were relevant to me and my family.	A	B	C	D	F
E. This workshop caused me to think about my parenting.	A	B	C	D	F
F. This session gave me some ideas to try with my kids.	A	B	C	D	F
G. At this workshop, I learned some new things about how people learn.	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Name of School: _____

Parenting SMART Learners—Workshop "M" is for Motivated

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes _____ Maybe _____ No ____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A. Activities were enjoyable	A	B	C	D	F
B. Activities were worthwhile	A	B	C	D	F
C. Instructions were clear	A	B	C	D	F
D. Activities were relevant to me and my family	A	B	C	D	F
E. This workshop caused me to think about my parenting	A	B	C	D	F
F. This session gave me some ideas to try with my kids	A	B	C	D	F
G. At this workshop, I learned some new things about how people learn	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Name of School: _____

Parenting SMART Learners—Workshop "A" is for Autonomous

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes _____ Maybe _____ No _____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A. Activities were enjoyable	A	B	C	D	F
B. Activities were worthwhile	A	B	C	D	F
C. Instructions were clear	A	B	C	D	F
D. Activities were relevant to me and my family	A	B	C	D	F
E. This workshop caused me to think about my parenting	A	B	C	D	F
F. This session gave me some ideas to try with my kids	A	B	C	D	F
G. At this workshop, I learned some new things about how people learn	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Name of School: _____

Parenting SMART Learners—Workshop "R" is for Responsible

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes ____ Maybe _____ No ____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A. Activities were enjoyable.	A	B	C	D	F
B. Activities were worthwhile.	A	B	C	D	F
C. Instructions were clear.	A	B	C	D	F
D. Activities were relevant to me and my family.	A	B	C	D	F
E. This workshop caused me to think about my parenting.	A	B	C	D	F
F. This session gave me some ideas to try with my kids.	A	B	C	D	F
G. At this workshop, I learned some new things about how people learn.	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Name of School: _____

Parenting SMART Learners—Workshop "T" is for Thoughtful

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on suggestions from parents. Please read and answer the questions below. Your replies will be kept anonymous, so please answer the questions as honestly and specifically as possible. Thank you!

1. Would you recommend this workshop to a friend? Yes _____ Maybe _____ No _____

   Please explain why/why not.

2. Using a grading scale of A–F, give a grade to each statement below.

A. Activities were enjoyable	A	B	C	D	F
B. Activities were worthwhile	A	B	C	D	F
C. Instructions were clear	A	B	C	D	F
D. Activities were relevant to me and my family	A	B	C	D	F
E. This workshop caused me to think about my parenting	A	B	C	D	F
F. This session gave me some ideas to try with my kids	A	B	C	D	F
G. At this workshop, I learned some new things about how people learn	A	B	C	D	F

3. What did you like most about the workshop? Please be specific.

4. What would you change about the workshop?

5. What grades are your children in?

Facilitator's Assessment of Overview Workshop: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this Overview Workshop and respond to the following questions.

Activity 1: Introduction

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: SMART Learner Bingo

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: SMART Learner Jigsaw

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

Activity 4: Closing Discussion

14. About how long did this activity take? _____

15. Did parents seem to enjoy this activity? (Circle one)

Most really enjoyed it It was okay Kind of a bomb

16. What modifications would you recommend? Please be specific.

17. Finally, is there anything else you would like to tell us about the session?

Facilitator's Assessment of Workshop "S" is for Successful: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this "S" is for Successful Workshop and respond to the following questions.

Activity 1: Getting to Know Other SMART Learners

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: Brain-Based Learning and Student Success

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: SMART Parents

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

14. Finally, is there anything else you would like to tell us about the session?

Facilitator's Assessment of Workshop "M" is for Motivated: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this "M" is for Motivated Workshop and respond to the following questions.

Activity 1: Warm-Up

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: *Inside Motivation*—How Does This Poem Speak to You?

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: Exploring Three Types of Motivation—Reading and Role-Playing

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

Activity 4: Pair Sharing

14. About how long did this activity take? _____

15. Did parents seem to enjoy this activity? (Circle one)

Most really enjoyed it It was okay Kind of a bomb

16. What modifications would you recommend? Please be specific.

Activity 5: Closing—Bringing It Home

17. About how long did this activity take? _____

18. Did parents seem to enjoy this activity? (Circle one)

Most really enjoyed it It was okay Kind of a bomb

19. What modifications would you recommend? Please be specific.

20. Finally, is there anything else you would like to tell us about the session?

Facilitator's Assessment of Workshop "A" is for Autonomous: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this "A" is for Autonomous Workshop and respond to the following questions.

Activity 1: Reflection

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: Learning about Thinking and Thinking about Learning

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: Inventory of Learning Styles

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

    Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

Activity 4: What Do These Different Learners Look Like?

14. About how long did this activity take? _____

15. Did parents seem to enjoy this activity? (Circle one)

Most really enjoyed it It was okay Kind of a bomb

16. What modifications would you recommend? Please be specific.

17. Finally, is there anything else you would like to tell us about the session?

Facilitator's Assessment of Workshop "R" is for Responsible: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this "R" is for Responsible Workshop and respond to the following questions.

Activity 1: What Does It Mean to be Responsible?

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: Responsibility in School

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: Marshmallows and Self-Control

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

14. Finally, is there anything else you would like to tell us about the session?

Facilitator's Assessment of Workshop "T" is for Thoughtful: What is a SMART Learner?

Dear Facilitator of SMART Parenting Workshop:

AEL has developed these materials for parents of SMART learners with the intention of trying them out and making revisions based on feedback from schools that have used them. As you plan and conduct the workshop, please keep in mind the purpose of the pilot test. After you have conducted the workshop, take some time to complete this form. Return your comments (and copies of pages from your facilitator's guide, if appropriate) to Beth Sattes, AEL, P.O. Box 1348, Charleston, WV 25325. Or fax: 304-347-0487.

My role in the school: _____ Name of school: _____

1. As you read through the facilitator's guide, **circle any confusing words**. Write comments in the margins that would help to clarify words or directions. If we have left out important information, please add that in the margins as well. (Remember to send copies of those pages to us at AEL.)

2. How many participants attended your workshop? _____

3. Overall, how did the workshop seem to go for your parents? (Please include specific comments from parents to help us get a flavor for their attitude toward the experience.)

4. What changes would you suggest we make to the materials?

Consider each activity in this "T" is for Thoughtful Workshop and respond to the following questions.

Activity 1: What is the Parents' Role in Developing Thoughtfulness?

5. About how long did this activity take? _____

6. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

7. What modifications would you recommend? Please be specific.

Activity 2: Lecturette on Thoughtfulness

8. About how long did this activity take? _____

9. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

10. What modifications would you recommend? Please be specific.

Activity 3: Role-Playing—What Would A SMART Parent Do?

11. About how long did this activity take? _____

12. Did parents seem to enjoy this activity? (Circle one)

   Most really enjoyed it It was okay Kind of a bomb

13. What modifications would you recommend? Please be specific.

14. Finally, is there anything else you would like to tell us about the session?

Overview Workshop: What Are SMART Learners?

Activity 1: Introduction to SMART Learning

(Estimated Time: 5 minutes)

Materials Needed

(optional)
- ❑ Easel stand and newsprint
- ❑ Markers

Preparing for the Activity

Before participants arrive, prepare several welcoming and informational signs on flipchart paper, which you will refer to in your opening remarks. The following are four examples.

1. Welcome to the introductory workshop on SMART Parenting!

2. Workshop objective: To become aware of the major characteristics of a SMART learner and to begin to think of how we can help our children develop these characteristics.

3. The SMART Learner
   - is able to work well with others
   - has the ability to work independently
   - is dependable, trustworthy, and respectful of others
   - looks for better ways to perform assigned tasks

4. S = Successful
   M = Motivated
   A = Autonomous
   R = Responsible
   T = Thoughtful

Suggested Opening Remarks

Welcome to our first workshop on SMART Parenting. We're glad you're here.

[Have people introduce themselves if they don't already know one another.]

In this hour workshop, we hope to introduce you to the major characteristics of what we call "SMART Learners" and to think about how to help our children develop these characteristics.

A SMART Learner is a continuous, lifelong learner who can adapt to rapid change and who possesses characteristics valued by potential employers. The SMART learner

- is able to work well with others
- has the ability to work independently
- is dependable, trustworthy, and respectful of others
- looks for better ways to perform assigned tasks

SMART learners do not necessarily have the best grades in the class or the highest scores on standardized tests. Rather, they can be identified by their approach to learning and by the extent to which they understand and develop the following characteristics as learners: S = successful, M = motivated, A = autonomous, R = responsible, and T = thoughtful. Both teachers and parents can assist students in understanding and moving toward SMART learning. One strategy that we can use is helping students develop an image of what a SMART learner looks, sounds, and acts like. During this first workshop, we'll begin developing a shared understanding about what it means to be a SMART learner.

Activity 2: SMART Learner Bingo

(Estimated Time: 15 minutes)

Materials Needed

- ❑ SMART Bingo Cards—one copy for each player
- ❑ Pens or pencils for each player (or buttons to place on the squares)
- ❑ Index cards with SMART phrases on each
- ❑ Prizes (such as children's books, videotapes, etc.) that can be "earned" by the SMART bingo winners

Preparing for the Activity

a. *Copy player cards.* In this activity, every parent needs a player card. Avoid giving every parent the same player card; if that happens, it won't be nearly as interesting because everyone will win at the same time! Copies of 24 different player cards are provided as Handout #1.

b. *Prepare caller's cards.* In this SMART Learner bingo game, the caller will read out phrases instead of numbers. A set of phrases is included as Handout #2. Suggestion: copy onto labels, peel off and attach each phrase to an index card. Put the cards in a box, mix them up, and they will be ready for play.

Notes to Facilitator

SMART Bingo gives parents an opportunity to have fun and at the same time learn some of the concepts embedded in the five words that form SMART: Successful, Motivated, Autonomous, Responsible, and Thoughtful. These words have different meanings to all of us; we hope to develop a collective sense of what constitutes a "SMART Learner."

The group leader will distribute a player card to each parent and explain the purpose of the game. When a phrase is drawn, the caller should read **both the key word and the short definition** (e.g., "Successful—knows own strengths and builds on these").

These bingo cards do not spell out the word B-I-N-G-O, rather, they spell S-M-A-R-T. As in traditional bingo, a player is looking for matches with the phrase that is called out and makes an "X" or places a marker on the corresponding square. The goal is to have five squares in a row; rows can be vertical, diagonal, or horizontal.

Activity 3: SMART Learner Jigsaw—Putting the Pieces Together

(Estimated Time: 30 minutes)

Materials Needed

- ❑ "Readings for SMART Learner Jigsaw," Handout #3, copy for each parent
- ❑ Directions for Jigsaw activity, Handout #4
- ❑ Enlarged jigsaw puzzle pieces as demonstration (optional)
- ❑ Having small jigsaw puzzles as door prizes (or "attendance" awards) for parents to take home and work with their families would be a special treat, especially for the elementary-aged group (optional)

Preparing for the Activity

a. *Arrange room to facilitate small group discussion.* Jigsaw depends on people talking to and teaching one another in small groups, so it would be helpful to have them meet in small groups around tables.

b. *Optional: Prepare visual.* To demonstrate the concept of the Jigsaw cooperative learning strategy, the group leader could laminate and cut out some large jigsaw puzzle pieces that can be fitted together to demonstrate the importance of cooperative learning.

Notes to the Facilitator

For this activity, parents will form five groups. Group size can range from one person to as many as eight. Each group will read its assigned paragraph on one of the concepts—Successful, Motivated, Responsible, and Thoughtful—and present a summary to the large group.

Facilitator Script

1. We used bingo as one way to get acquainted with the ideas in SMART Learner. Now we're going to use a learning strategy called "Jigsaw" to learn a bit more about SMART. Jigsaw is a cooperative learning activity, so called because you will be cooperating—learning from one another and teaching one another. Cooperative learning is based on the premise that the best way to learn something is to teach it; so all of us will have some part in teaching one of the concepts in SMART.

2. The strategy is called Jigsaw because it's a bit like a jigsaw puzzle. We are each going to learn about one little piece of S-M-A-R-T. In essence, we'll have five pieces of knowledge. One group of us will learn and think more about what it means to be Successful; a second group will learn and talk about Motivated; a third about Autonomous, etc.

   If it would help explain the process, prepare a graphic of five jigsaw puzzle pieces (unconnected). Label each of the puzzle pieces with one of the words: Successful, Motivated, Autonomous, Responsible, and Thoughtful.

3. Then we will each teach our small part to others in this group. As we do so, we'll be putting the pieces together to come up with a better understanding of the term SMART.

   A second graphic could show the five pieces assembled. Instead of the five individual words, the puzzle pieces form the words, "SMART Learner."

4. First, we want to divide into five groups. Count off for me, S-M-A-R-T. All the "S's" should get together; the "M's"; the "A's"; etc.

5. Once in your groups, introduce yourselves to one another.

6. Take a minute individually to read the paragraph assigned to your group. The S group should read the paragraph about "Successful"; the M group, the paragraph on "Motivated"; etc.

7. Now spend a few minutes discussing with others in your small group what you have read. For example, say in your own words what this word means to you. Did others in your group get the same meaning? Is anything in the reading different from what you have thought about this word? Why might it be important for your children to have this quality? Why is it important that each of us—adult and child alike—strive to develop this characteristic?

8. Prepare a one-minute presentation to the larger group that would demonstrate the important qualities in your assigned word. Try to involve as many people as possible in the presentation.

Activity 4: Closing Discussion—What Can I Do to Encourage SMART Learning?

(Estimated Time: 10 minutes)

Materials Needed

- ❑ Easel stand, newsprint, and markers
  or
- ❑ Overhead projector, blank transparencies, and pens

Notes to Facilitator

The goal of this closing discussion is to help parents begin to develop ideas for things that they can do to help their children become more successful, motivated, autonomous, responsible, and thoughtful. Explain that in the coming sessions, each concept will be explored in more depth, but for now we are interested in their thinking about what SMART Learner means to them and their children.

Ask parents to review the session activities in their mind: the opening, the SMART Learner Bingo, and the SMART Learner Jigsaw activity. As they have been thinking about SMART Learners, what ideas do they have about what they can do as parents? Write the following key question on an overhead or a flipchart:

What can I do as a parent to encourage SMART learning in my child or children?

Allow one minute for quiet reflection, so parents can individually begin to generate ideas. Then ask them to share with a partner. One of the pair should write down their ideas so that they can share with the larger group. If time allows, ask the twosomes tos form four-person teams and to consolidate their ideas into one list.

With five minutes remaining in the session, begin sharing in the large group. Ask if one parent would volunteer to share an idea. As they share, write it (in their own words) on the flipchart. Allow some time for comments, questions, and reactions. Encourage others to share so that the list is robust. If people are interested, offer to type up their ideas and send them home with students sometime during the coming week.

Successful	**M**otivated	**A**utonomous	**R**esponsible	**T**houghtful
Sets high expectations for self	Is curious	Works independently	Respects differing points of view	Knows own learning styles
Knows own strengths and builds on these	Seeks help when needed	Knows where to go for help and resources	Accepts consequences of own actions	Relates new learnings to personal experiences
Works within own limits	Asks "what if...?" questions	**Free Space**	Listens actively	Asks questions when confused
Perseveres; sticks with a task	Accepts challenges	Is continually learning how to learn	Completes assigned tasks	Questions own assumptions
Deals well with frustrations	Has areas of strong personal interest	Tolerates uncertainty	Is honest and open	Looks for personal meaning

Successful	**M**otivated	**A**utonomous	**R**esponsible	**T**houghtful
Learns from errors and mistakes	Strives to do personal best	Seeks to learn more about own strengths	Accepts own limitations	Uses quiet time to reflect
Sees value of practice	Tries to "figure out" inconsistencies and discrepancies	Is an independent learner	Works well with others	Questions others' assumptions
Sets interim goals for learning	Is challenged by change	**Free Space**	Sees self as part of a larger community	Recognizes inconsistencies
Seeks help from coach, mentor, or other	Seeks to understand "why?"	Sets own learning objectives	Contributes to good of the whole	Makes inferences
Finds answers to own questions	Likes to learn about new things	Continually assesses own progress toward attainment of goals	Respects self and others	Sees implications

Successful	**M**otivated	**A**utonomous	**R**esponsible	**T**houghtful
Sees failure as an opportunity—not a loss	Is willing to take risks	Seeks to learn more about own strengths	Accepts own limitations	Uses quiet time to reflect
Sees value of practice	Tries to "figure out" inconsistencies and discrepancies	Does not depend on others to do work	Does not blame others for own shortcomings	Knows own prejudices and biases
Sets high expectations for self	Continually tries to improve personal performance	**Free Space**	Sees self as part of a larger community	Recognizes inconsistencies
Seeks help from coach, mentor, or other	Seeks to understand "why?"	Sets own learning objectives	Takes care of business	Is considerate and respectful of others in the community
Finds answers to own questions	Has areas of strong personal interest	Is self-monitoring	Respects self and others	Sees implications

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Sets interim goals for learning	Looks for new and better ways of doing things	**Free Space**	Completes assigned tasks on time	Is comfortable with silence for thinking
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Sets interim goals for learning	Strives to do personal best	Is an independent learner	Respects differing points of view	Questions others' assumptions
Sees value of practice	Tries to "figure out" inconsistencies and discrepancies	Seeks to learn more about own strengths	Works well with others	Uses quiet time to reflect
Learns from errors and mistakes	Is challenged by change	**Free Space**	Does not blame others for own shortcomings	Recognizes inconsistencies
Finds answers to own questions	Seeks to understand "why?"	Sets own learning objectives	Contributes to good of the whole	Is considerate and respectful of others in the community
Seeks help from coach, mentor, or other	Likes to learn about new things	Continually assesses own progress toward attainment of goals	Takes care of business	Considers issues from several points of view

Successful	**M**otivated	**A**utonomous	**R**esponsible	**T**houghtful
Sees failure as an opportunity—not a loss	Forms and answers own questions	Understands own learning styles	Takes pride in personal performance	Uses quiet time to reflect
Deals well with change	Is committed to learning	Works well alone	Works well with others	Questions others' assumptions
Sets interim goals for learning	Is challenged by change	**Free Space**	Sees self as part of a larger community	Recognizes inconsistencies
Seeks help from coach, mentor, or other	Enjoys discovery	Sets own learning objectives	Completes assigned tasks on time	Makes inferences
Knows own strengths and builds on these	Creates interesting and challenging problems to solve	Continually assesses own progress toward attainment of goals	Respects self and others	Sees implications

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Learns from errors and mistakes	Looks for new and better ways of doing things	Develops personal organizational skills	Respects the property of others	Questions others' assumptions
Finds answers to own questions	Is curious	**Free Space**	Completes assigned tasks on time	Makes inferences
Deals well with change	Seeks to understand "why?"	Is an independent learner	Contributes to good of the whole	Is comfortable with silence for thinking
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Successful

Sets high expectations for self

Successful

Works within own limits

Successful

Deals well with frustrations

Successful

Sees value of practice

Successful

Seeks help from coach, mentor, or other

Successful

Finds answers to own questions

Motivated

Is committed to learning

Successful

Knows own strengths and builds in these

Successful

Perseveres; sticks with a task

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Learns from errors and mistakes

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Sets interim goals for learning

Successful

Sees failure as an opportunity—not a loss

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Deals well with change

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Forms and answers own questions

Motivated

Is curious

Motivated

Seeks help when needed

Motivated

Asks "what if...?" questions

Motivated

Accepts challenges

Motivated

Has areas of strong personal interest

Motivated

Strives to do personal best

Motivated

Tries to "figure out" inconsistencies and discrepancies

Motivated

Is challenged by change

Motivated

Seeks to understand "why?"

Motivated

Likes to learn about new things

Motivated

Is willing to take risks

Motivated

Continually tries to improve personal performance

Motivated

Looks for new and better ways of doing things

Motivated

Creates interesting and challenging problems to solve

Motivated

Enjoys discovery

Autonomous

Works independently

Autonomous

Knows where to go for help and resources

Autonomous

Is continually learning how to learn

Autonomous

Tolerates uncertainty

Autonomous

Seeks to learn more about own strengths

Autonomous

Is an independent learner

Autonomous

Sets own learning objectives

Autonomous

Continually assesses own progress toward attainment of goals

Autonomous

Does not depend on others to do work

Autonomous

Is self-monitoring

Autonomous

Develops personal organizational skills

Autonomous

Works well alone

Autonomous

Understands own learning styles

Responsible

Respects differing points of view

Responsible

Accepts consequences of own actions

Responsible

Listens actively

Responsible

Completes assigned tasks

Responsible

Is honest and open

Responsible

Accepts own limitations

Responsible

Works well with others

Responsible

Sees self as part of a larger community

Responsible

Contributes to good of the whole

Responsible

Respects self and others

Responsible

Does not blame others for own shortcomings

Responsible

Takes care of business

Responsible

Respects the property of others

Responsible

Completes assigned tasks on time

Responsible

Takes pride in personal performance

Thoughtful

Knows own learning styles

Thoughtful

Relates new learnings to personal experiences

Thoughtful

Asks questions when confused

Thoughtful

Questions own assumptions

Thoughtful

Looks for personal meaning

Thoughtful

Uses quiet time to reflect

Thoughtful

Questions others' assumptions

Thoughtful

Recognizes inconsistencies

Thoughtful

Makes inferences

Thoughtful

Sees implications

Thoughtful

Knows own prejudices and biases

Thoughtful

Is considerate and respectful of others in the community

Thoughtful

Reflects on accomplishments in order to set new goals

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Is comfortable with silence for thinking

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Considers issues from several points of view

Readings for SMART Learner Jigsaw

Reading #1: "S" is for Successful

Student success is usually defined by test scores or grades on a report card. Someone other than the student decides whether he or she is successful in a learning task. But neither parents nor teachers can make students successful, students must achieve this for themselves. They must learn to take charge of their learning and also participate in evaluating their learning. According to Daniel Goleman, author of *Emotional Intelligence*, the most important factor in student success is **self-efficacy**. Goleman defines self-efficacy as "the belief that one has mastery over the events of one's life and can meet challenges as they come up" (1995, p. 89). Another way of viewing self-efficacy is to think of oneself as "the master of one's own fate." What can parents do to help their children develop a belief in their ability? One important source of knowledge parents can draw upon comes from research on the brain and learning. Parents can help their children understand what supports brain functioning and let them know that they can control such factors as nutrition, exercise, and learning environment. Parents can also teach their children that they can make daily choices that will lead toward their success as learners.

Reading #2: "M" is for Motivated

The "M" in SMART represents "motivated." A SMART learner is intrinsically motivated; he wants to do his best and does not depend upon outside incentives or rewards. The motivated learner is a self-starter. As Alfie Kohn argues in his popular book, *Punished By Rewards*, many well-intentioned parents and teachers interfere with children's development of intrinsic motivation by overuse of external rewards. Extrinsic motivators such as candy, gold stars, and material rewards (such as money) can decrease a child's internal desire to do her best. This is particularly true when a learning activity is interesting in and of itself. When children find learning to be interesting and believe that they can experience success as learners, they are likely to be intrinsically motivated.

Reading #3: "A" is for Autonomous

The "A" in SMART stands for autonomous. The SMART learner has both the skills and attitudes that enable him to be an independent learner. Autonomous learning does not mean that students learn in isolation from others; however, autonomous learners do not depend upon adult direction or control. Rather, they are curious and able to set their own goals for learning. They know how and where to get information that will help them solve problems. They also develop and test their own ideas about topics they are studying (Elmore, 1996, p. 4). Autonomous learners think about their learning and know their strengths as learners. Their parents and teachers encourage them to reflect on what they are learning and how well they are mastering assignments.

Reading #4: "R" is for Responsible

Individual responsibility is very important to the idea of SMART learning. Learners demonstrate responsibility in many different ways: by listening actively and being clear about what is being asked of them; by completing assigned tasks on time; by taking care of their own property and respecting others and their property; by being accountable for their behaviors. Responsible learners set goals for their learning, monitor their progress, and celebrate their successes. They have high expectations for themselves, but they also know and respect their limits. To support their children in this area, parents must establish and maintain open lines of communications with teachers regarding parents' expectations and then assist their children in developing good work habits.

Reading #5: "T" is for Thoughtful

The "T" in SMART stands for thoughtful. Parents and teachers promote thoughtfulness by encouraging students to plan and evaluate their own learning. David Perkins, a Harvard researcher, calls for classrooms where "students learn by thinking through what they are learning about." He writes that "learning is a consequence of thinking. Retention, understanding, and the active use of knowledge can be brought about only by learning experiences in which learners think about and think with what they are learning" (Perkins, 1995, pp. 7-8). Thoughtful learners go beyond rote memorization and relate new learning to real-life experience and knowledge. Parents can assist their children in becoming more thoughtful by helping them make meaning out of their school learning. By showing real interest in their children's ideas, listening actively, and posing questions, parents can help children become more thoughtful and can communicate to them that they value this type of learning.

References

Elmore, R. (1996). *Restructuring in the Classroom: Teaching, Learning, and School Organization*. San Francisco: Jossey-Bass, 1996.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

Kohn, A. (1993). *Punished by Rewards*. New York: Houghton-Mifflin.

Perkins, D. (1995). *Smart Schools: Better Thinking and Learning for Every Child*. New York: The Free Press.

Directions for Jigsaw on SMART Learner

Introduce yourself to others in your small group.

Individually, read through the paragraph assigned to your small group.

S group reads paragraph 1, **"S" is for Successful**.
M group reads paragraph 2, **"M" is for Motivated**.
A group reads paragraph 3, **"A" is for Autonomous**.
R group reads paragraph 4, **"R" is for Responsible**.
T group reads paragraph 5, **"T" is for Thoughtful**.

After reading, discuss with others in your small group. You might use the following questions as discussion starters.

- Having read the passage, what does this word mean to you? Do others have different ideas? Give specific examples of how your child acts in this way.

- Is anything in the reading different from what you have thought about this word?

- Why might it be important for our children to have this quality? Why is it important that each of us—adult and child alike—strive to develop this characteristic?

As a small group, prepare a short presentation (one or two minutes) to the larger group that would demonstrate the important characteristics in your assigned word Try to involve as many people as possible in the presentation

Workshop "S" is for Successful

Activity 1: Getting to Know Other SMART Learners

(Estimated Time: 10-15 minutes)

Objective

To become familiar with some major ideas about what helps the brain function effectively (called "brain-based" learning).

Materials Needed

- ❑ Copies of Handout #1 for Activity 1 for each participant
- ❑ Pens or pencils for participants
- ❑ Optional accessories that are compatible with brain-based learning:
  - classical music playing in the background
  - bottled water for participants
  - green plants in the workshop room
  - nutritious snacks such as cheese, fruit, raw vegetables, nuts
- ❑ Optional prizes for first three completed—preferably something to promote brain-based learning, such as plants, tape, or compact disk (see Activity 2 for ideas)

Notes to Facilitator

This warm-up activity is suggested as an opening for the workshop in order to

a. get people up and moving around, which promotes learning because it provides more oxygen to the brain
b. review the concepts of "SMART"
c. help participants get to know one another a little better
d. reflect on their own best ways of being "SMART"

Distribute the handout and writing implements. Ask people to obtain 10 signatures—one in each block—and to follow the directions in each block with their signature partner. If the group is large enough, there should be no duplicate signatures; if there are fewer than 10-15 people, you should allow people to sign as many as two squares on the same paper.

If it seems appropriate, award a prize to the people who finish first.

Call time after several people have finished, or after 10 minutes. Your objective of "warming up the group" should be accomplished by then!

Activity #2—Lecturette: Brain-Based Learning and Student Success

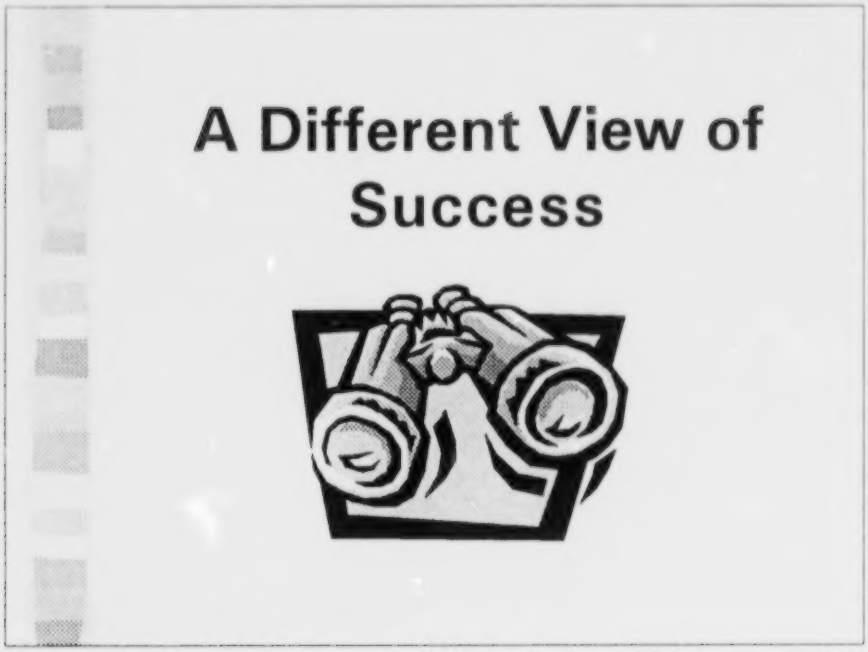
(Estimated Time: 30 minutes)

Materials Needed

- ❑ Overhead transparencies to go with the lecturette
- ❑ Overhead projector and screen
- ❑ One blank sheet of paper for each participant
- ❑ Optional: a bottle of water and a small packet of nuts for each participant. These are very good brain foods.

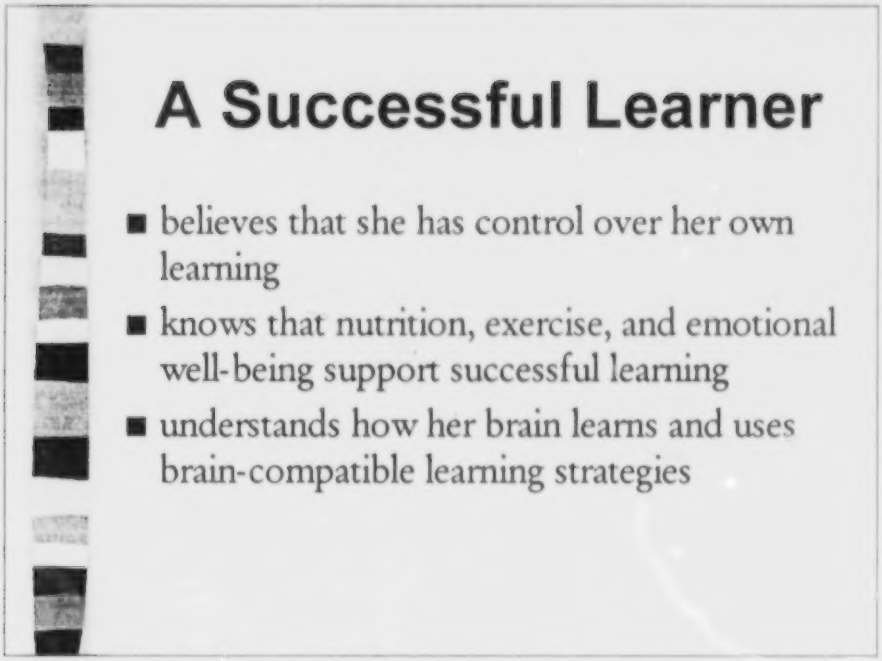
Preparing for the Activity

The facilitator should read through the notes for the lecturette until comfortable with the ideas being presented. The facilitator will also need to make transparencies from the paper copies provided.



SLIDE 1, *Workshop S*

In SMART learning, we take a different view of success. A successful learner is not defined by test scores or report card grades. Rather, a successful learner is one who takes charge of his or her learning and uses brain-based learning principles to increase performance.


A Successful Learner
■ believes that she has control over her own learning
■ knows that nutrition, exercise, and emotional well-being support successful learning
■ understands how her brain learns and uses brain-compatible learning strategies

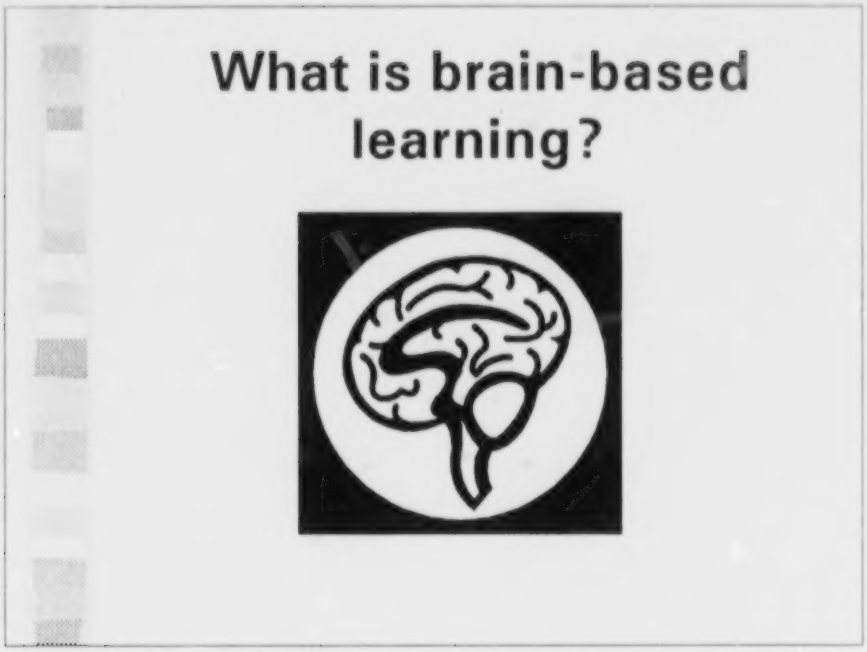
SLIDE 2, *Workshop S*

[Point to the characteristics of a successful learner on the transparency, reading the list aloud. Then pose the following questions, not for discussion at this point, but for silent and thoughtful reflection.]

To what extent do our children measure up as "successful learners?"

Are we encouraging them to take charge of their own learning and helping them acquire the knowledge and skills that will enable them to do so?

What can we do as parents to support them in these areas?



SLIDE 3, *Workshop S*

Let's begin with a description of brain-based learning. Brain-based learning is an approach to learning that uses what research has discovered about how the brain functions. The 1990s was called "the decade of the brain" because during this time scientists found out a great deal about how the brain processes and stores information—and about what improves the brain's functioning.

SLIDE 4, *Workshop S*

Each of the items displayed on the screen has something to do with the brain. Take a few seconds to look over this list—making an educated guess as to the connection.

[Pause a few seconds. Then go down the list—inviting participants to "call out" their answers.]

Grapefruit—size of the brain

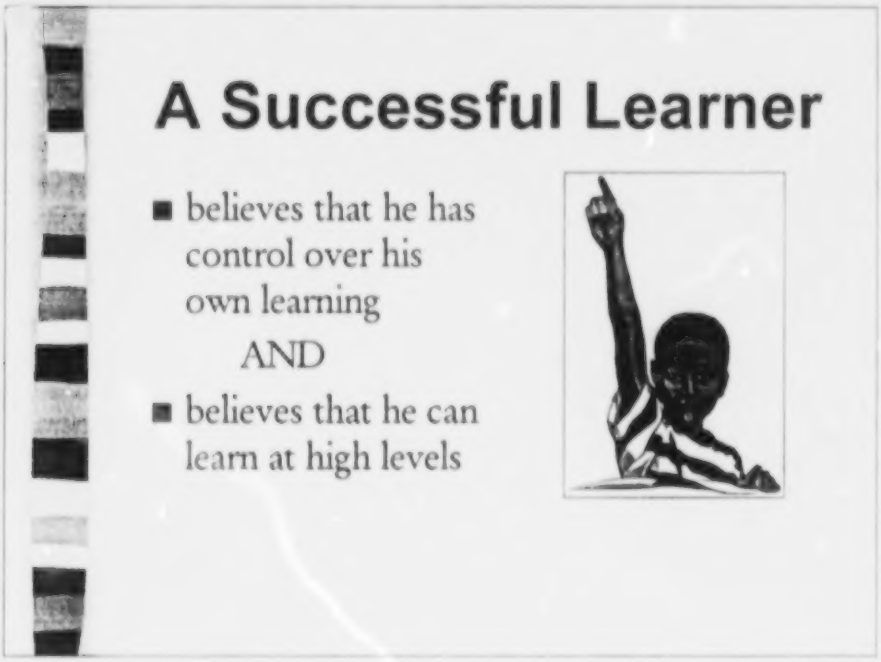
3 pounds—average weight of human brain

78%—percentage of brain that is water

20%—percentage of body's energy used by brain

8-12—number of glasses of water brain needs daily

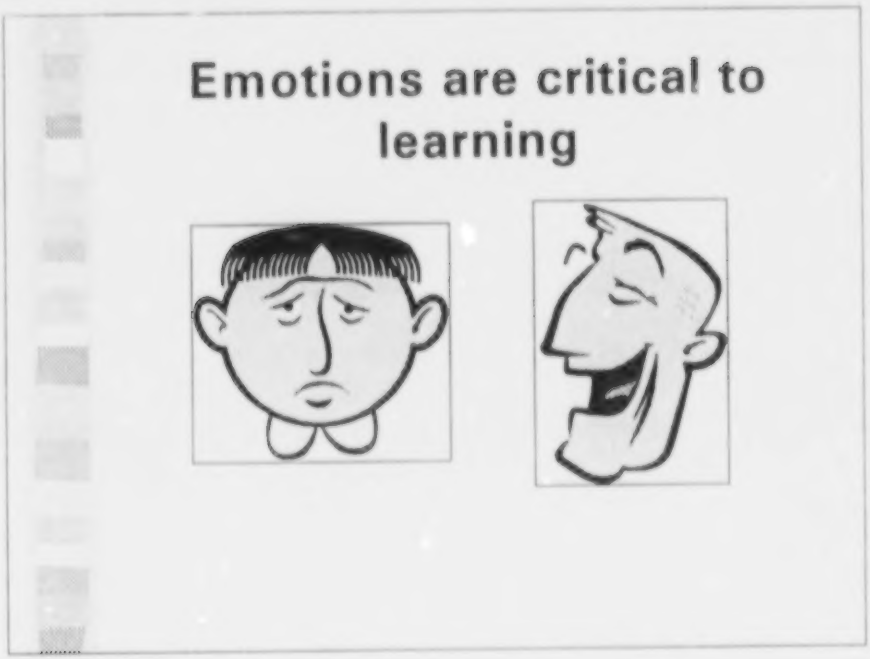
1 million miles—miles of nerve fibers in brain



SLIDE 5, *Workshop S*

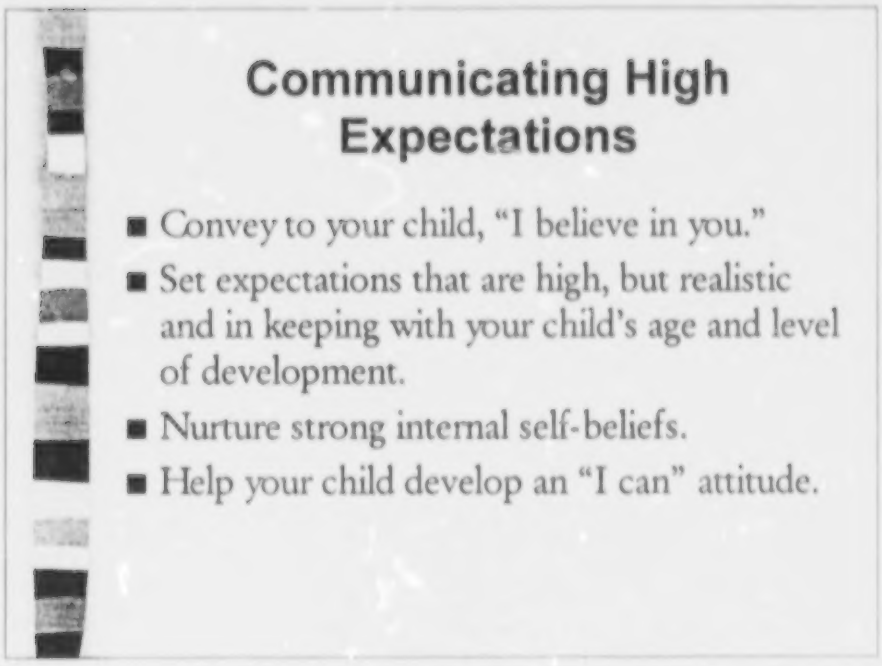
[Read the words on the transparency, then give the following explanation.]

We have long known the power of expectations—when teachers and parents expect students to perform well, they are much more likely to do so. Why is this so?



SLIDE 6, *Workshop S*

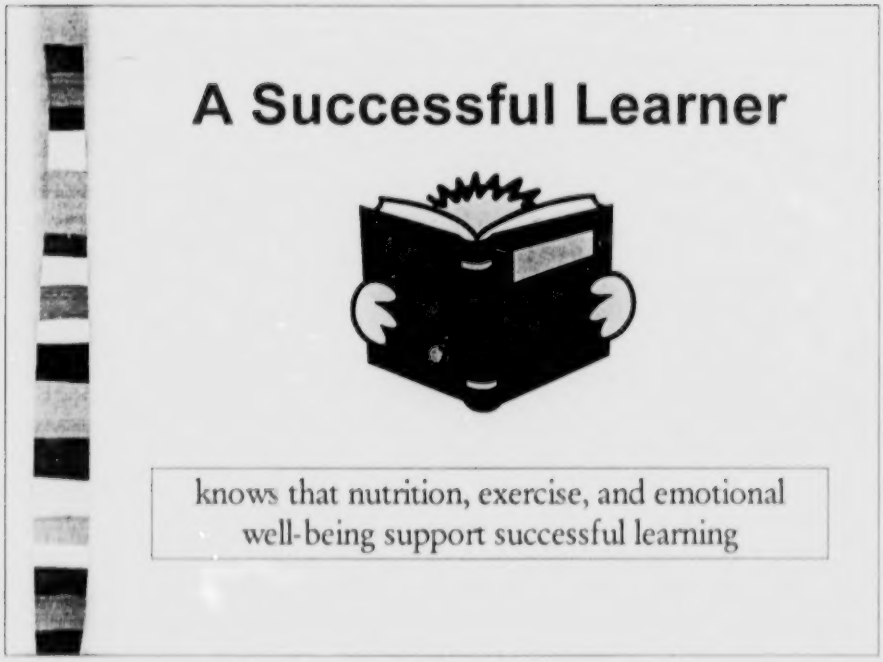
The short answer is this: Emotions are critical to learning. Renate Caine and Geoffrey Caine, two experts in this area, put it this way: "We do not simply learn things. What we learn is influenced and organized by emotions and mindsets based on expectancy, personal biases and prejudices, degree of self-esteem, and the need for social interaction."


Communicating High Expectations
■ Convey to your child, "I believe in you."
■ Set expectations that are high, but realistic and in keeping with your child's age and level of development.
■ Nurture strong internal self-beliefs.
■ Help your child develop an "I can" attitude.

SLIDE 7, *Workshop S*

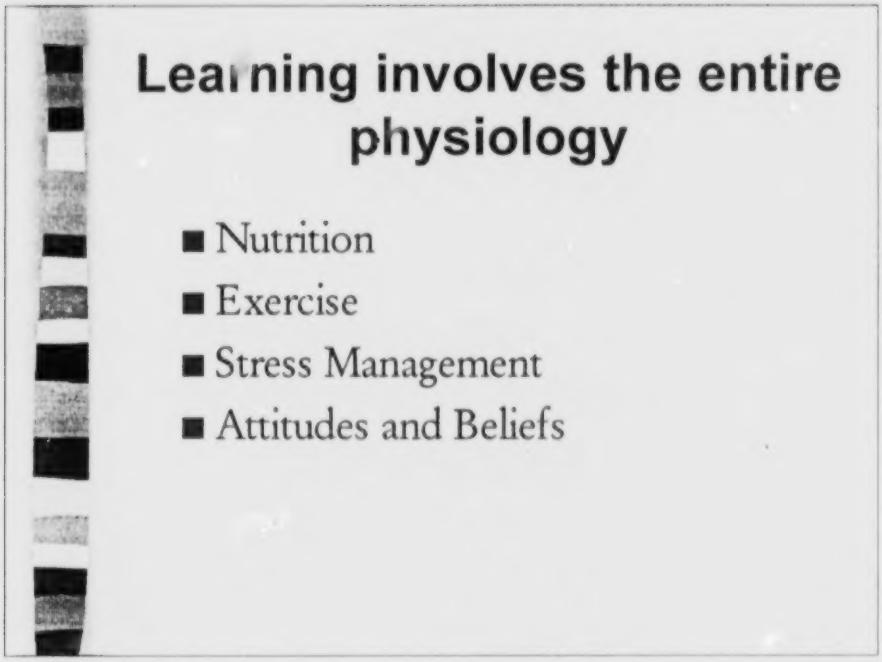
How can parents communicate appropriately high expectations to their children? We could spend the remainder of the session sharing around this question, and I know that each of us has stories we could tell. While there is no one sure formula, Michele Borba offers four sound guidelines.

1. Convey to your child, "I believe in you."
2. Set expectations that are high, but realistic and in keeping with your child's age development and level of development.
3. Nurture strong internal self-beliefs.
4. Help your child develop an "I can" attitude.



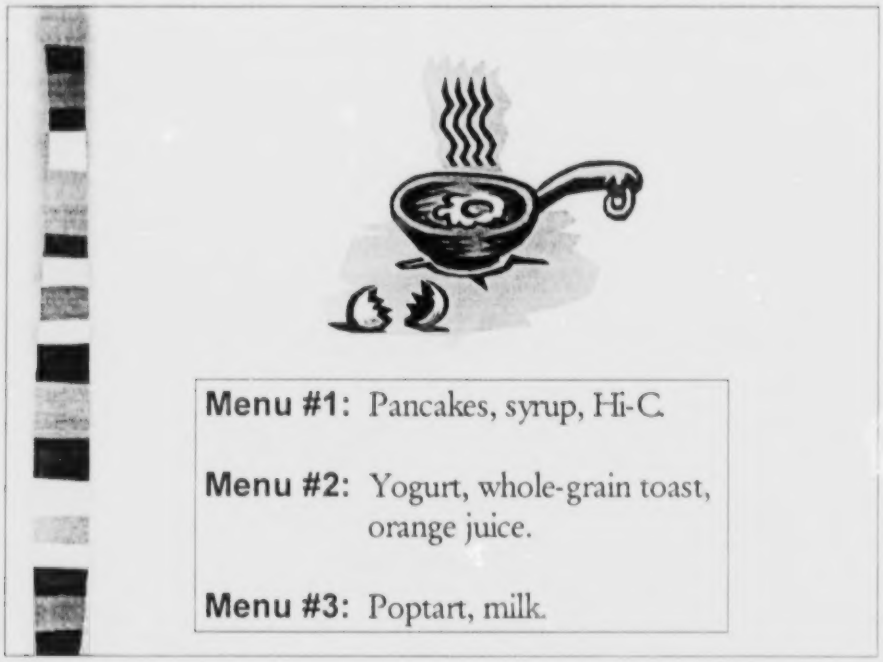
SLIDE 8, *Workshop S*

The second characteristic of a successful learner that is supported by brain-based learning is this.



SLIDE 9, *Workshop S*

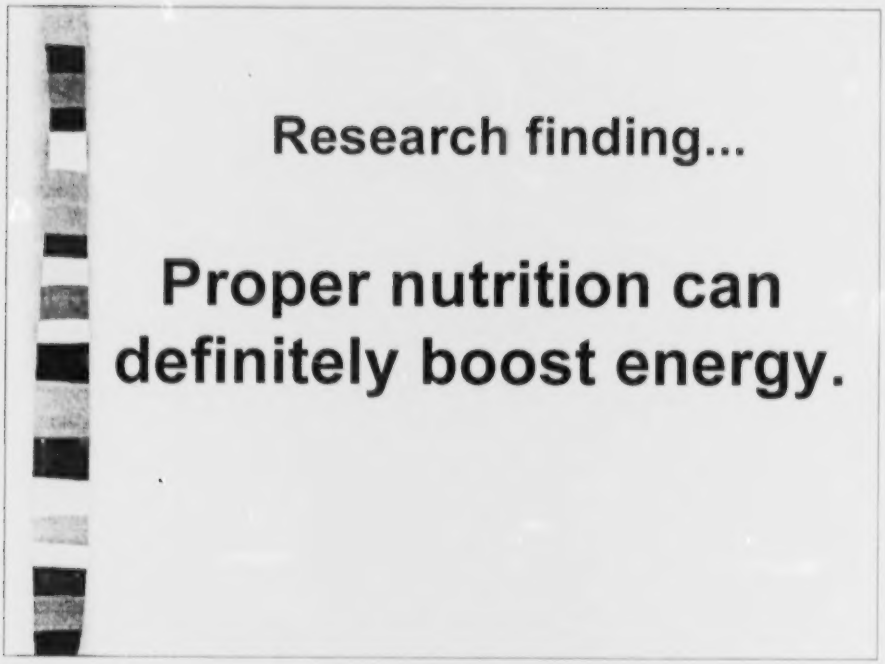
This means that we learn with our entire bodies. Our success as learners is affected by such things as nutrition, exercise, stress management, and attitudes and beliefs. Let's take a brief look at the effect each of these has upon learning and how we can help our children manage these areas in ways that will help them succeed.



SLIDE 10, *Workshop S*

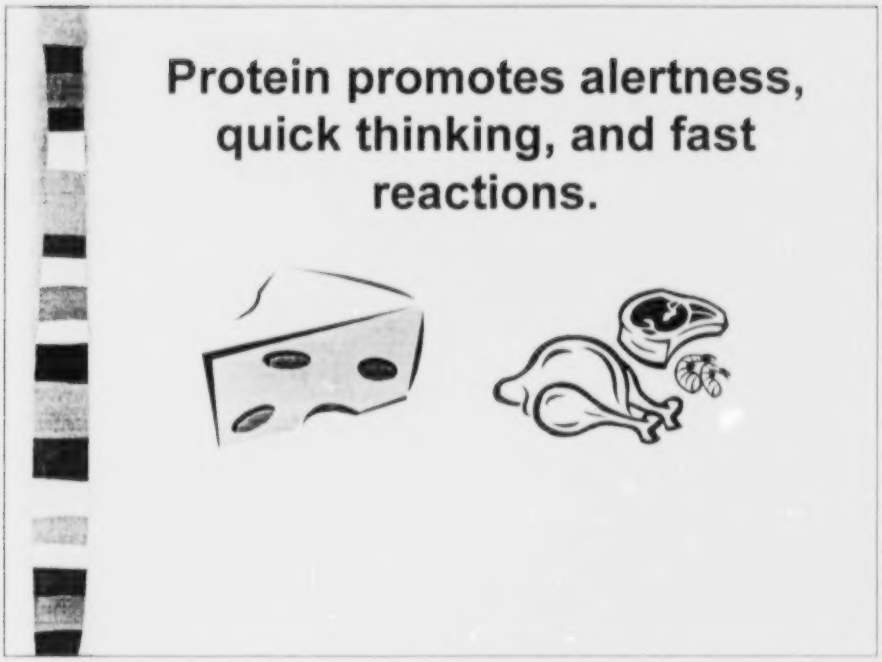
Which of the following breakfast menus will provide your child with the best start for a day at school?

(The correct answer is #2 because it includes high protein, complex carbohydrates, and fruit.)



SLIDE 11, *Workshop S*

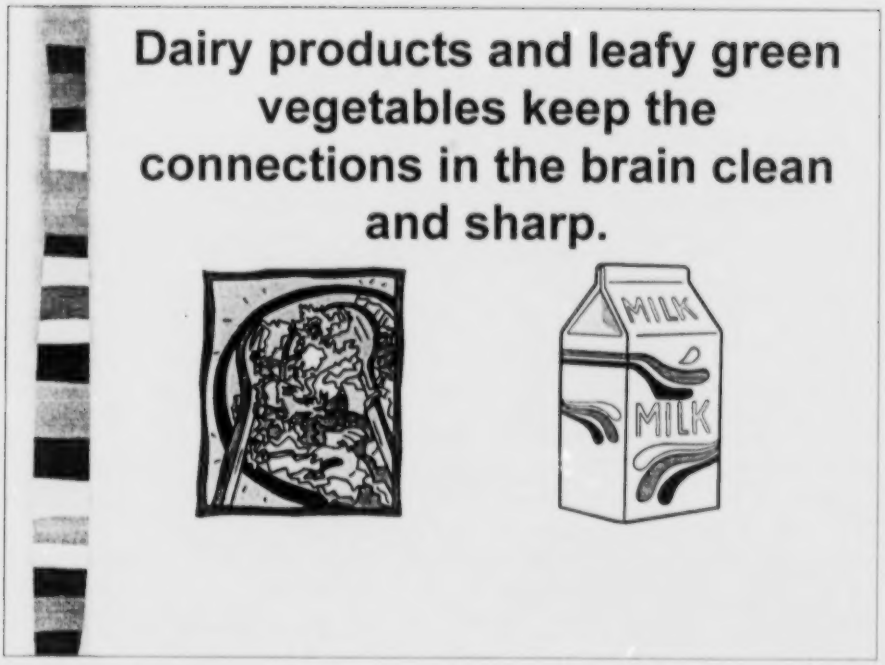
Again, we could develop a course around nutrition and learning, but for now we will just highlight some of the major findings.



SLIDE 12, *Workshop S*

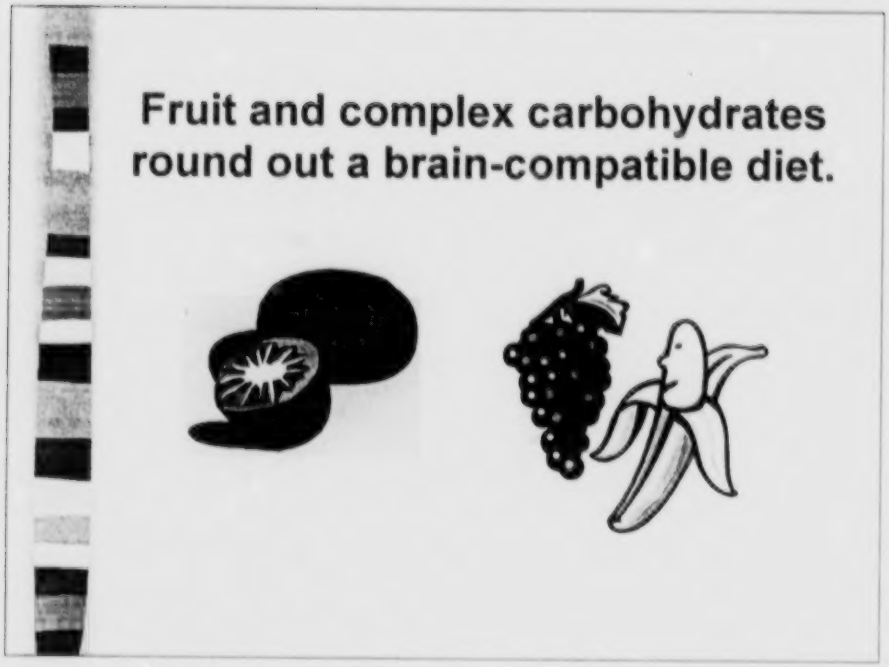
Ingredients in protein promote alertness, quick thinking, and fast reactions. They can help the brain perform calculations, increase attention span, and increase conscious awareness.

Experts suggest that it's much better to begin the day with protein than with carbohydrates—which tend to give a temporary boost, followed by a tremendous letdown in energy.



SLIDE 13, *Workshop S*

It's important to help your children see the value of leafy green vegetables and dairy products and to make these a part of their daily lives.

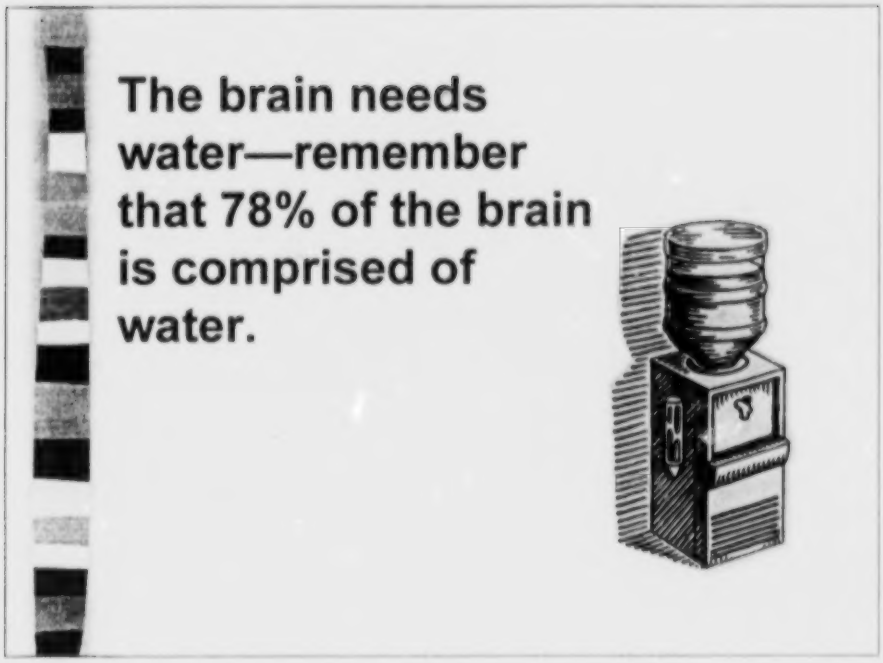


SLIDE 14, *Workshop S*

Experts suggest that we eat carbohydrates late in the day, not early!

SLIDE 15, *Workshop S*

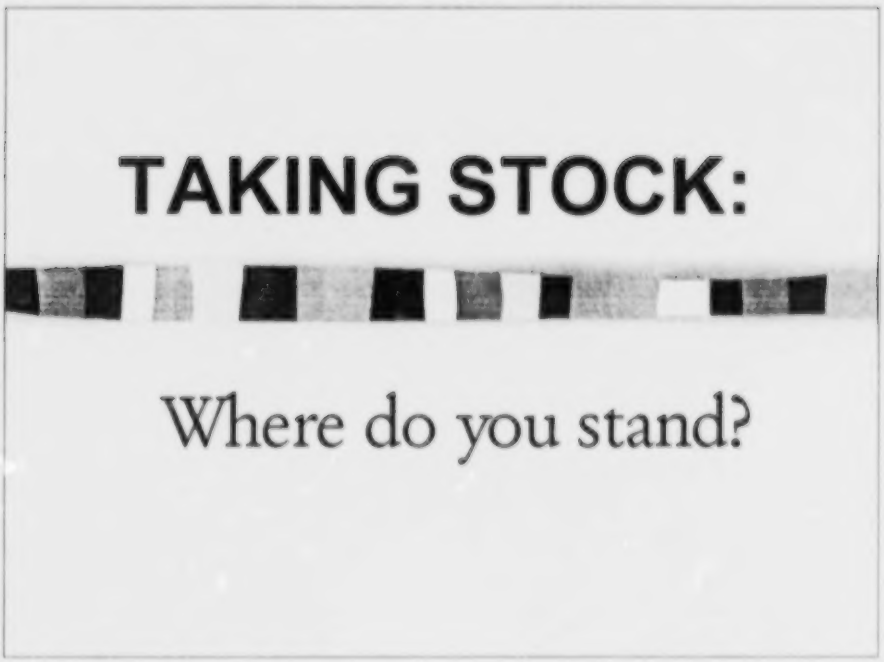
Encourage your child to "nibble" nutritious snacks. Too much time between eating can cause loss of concentration and decreased alertness. Good candidates for nutritious snacks include yogurt, fruits, nuts, and raw vegetables.



SLIDE 16, *Workshop S*

Dehydration is a problem that is linked to poor learning. Because the brain is made up of a higher percentage of water than any other organ in the body, it is quickly affected by lack of water; children become inattentive and lethargy sets in.

How much water? Experts suggest that we all need 8 to 12 glasses (64 to 90 fluid ounces) of water daily. Soft drinks, juices, tea, coffee, and other flavored beverages don't count!



SLIDE 17, *Workshop S*

Tell participants that you are going to read a statement. If that statement applies to them (e.g., they agree with it), they are to follow your directions.

1. I need to take more care in selection of breakfast foods for my family.

Stand if you agree with this statement.

2. I plan to give more thought and attention to expectations that I hold for my children.

If you agree, stand; then touch your left knee with your right hand.

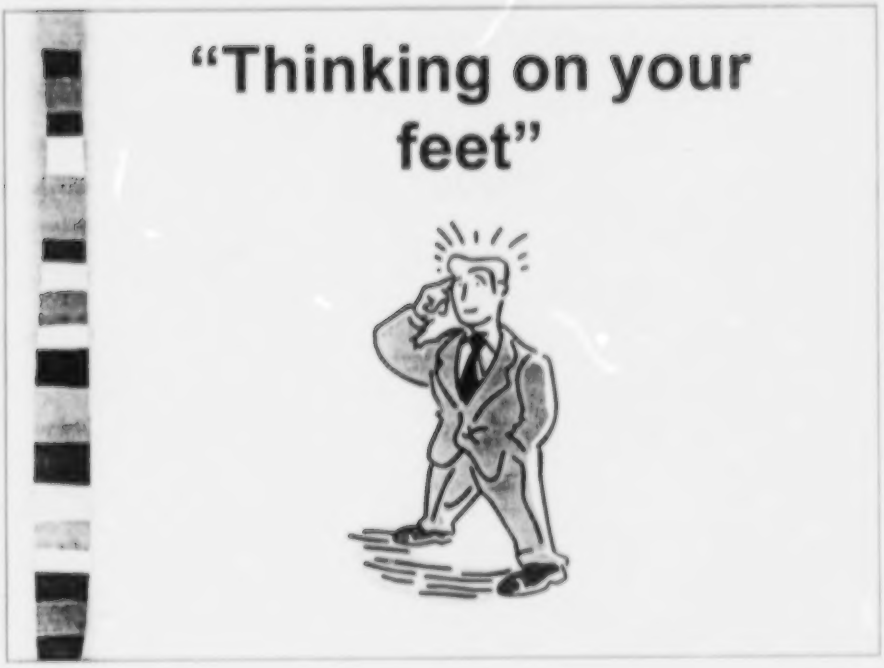
3. I am going to encourage my children to drink at least 64 ounces of water daily—and I'm going to make it easy for them to do so.

If you agree, stand, turn to a neighbor and give them a high five.

SLIDE 18, *Workshop S*

Can anyone suggest why we stopped to engage in the previous exercise?

[Encourage volunteers to answer. Some may say to "review what we've covered to this point". Others may say, to "get us to make a public commitment." And someone may point out that this was for the purpose of getting participants out of their seat and moving. All of these responses are correct. The main point we want to make here, however, is about exercising and learning—that too much sitting stagnates the brain.]



SLIDE 19, *Workshop S*

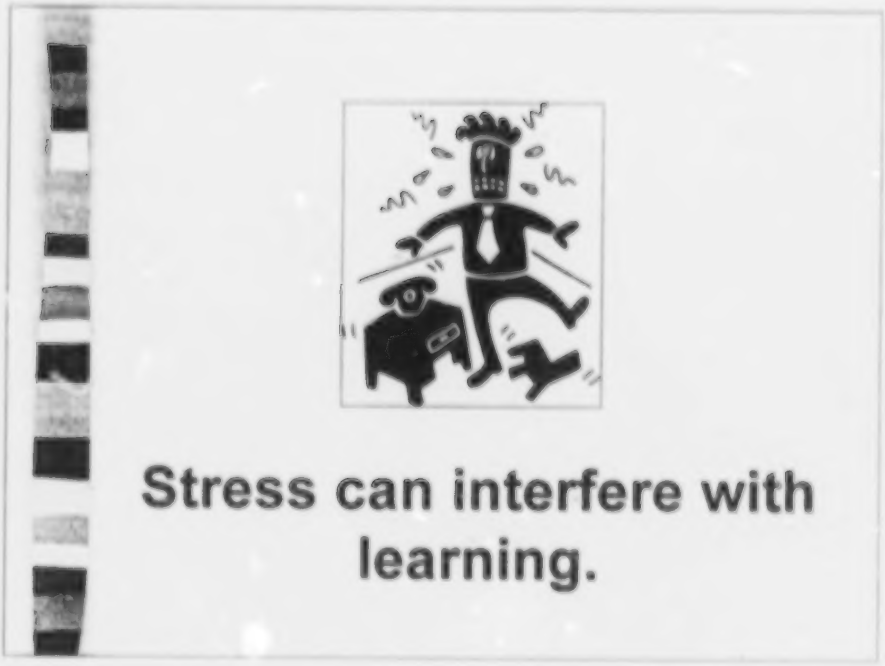
We've all heard the expression, "thinking on one's feet." Research tells us that we do, indeed, think better while on our feet. According to a researcher at the University of South Carolina, standing speeds up information processing 5-20% compared to sitting. Overall, there's a 15-20% increase in the blood flow to the brain while standing.

What might this mean to you and your child when you are helping her review for a test? *[Obviously, it may be a good idea to encourage children to stand—and even walk around—while they are reviewing. Parents may want to discuss this with their children.]*

SLIDE 20, *Workshop S*

Aerobic exercise can improve learning and thinking. Researchers have repeatedly found that aerobic exercises outscore non-aerobic exercises in tests of short-term memory, reaction times, reasoning, and creative memory.

A brisk 20-minute walk daily is adequate to yield these benefits. When safety and other circumstances permit a child's walking or bicycling to school, this is a great way to begin a day of learning.



SLIDE 21, *Workshop S*

We've already mentioned the impact of emotions when we looked at the role of expectations in learning. Now we'll examine another equally important area of emotional impact on learning—that of stress.

What if I told you that we were going to stop at this point for a test? That I would grade each of your tests before you left and announce your grades before we dismissed? Before you get up to leave, please know that I'm not going to give a test! I am interested, however, in how you would react. Could we hear from a few of you?

[Encourage a few participants to share their reactions. Hopefully, you'll have some who say they would become nervous and agitated—stressed—and others who say they would find this to be a challenge and wouldn't be that distressed about it. This is the point you want to make: different individuals react differently to stress. And each of us reacts differently to different kinds of stress. Having made that point, you want to move on to talk about the harmful effects of the negative type of stress.]

SLIDE 22, *Workshop S*

While individuals differ with regard to their perceptions of events, each of us has a point at which we feel threatened—stress is sufficient to cause a less than rational reaction. Neuroscientists call this particular phenomenon "downshifting." Essentially, what occurs in a time of threat is that we use our "old brain" which is designed to protect us. We operate from an emotional, not a rational, frame. When threatened or overly stressed by school assignments, our children can automatically downshift.

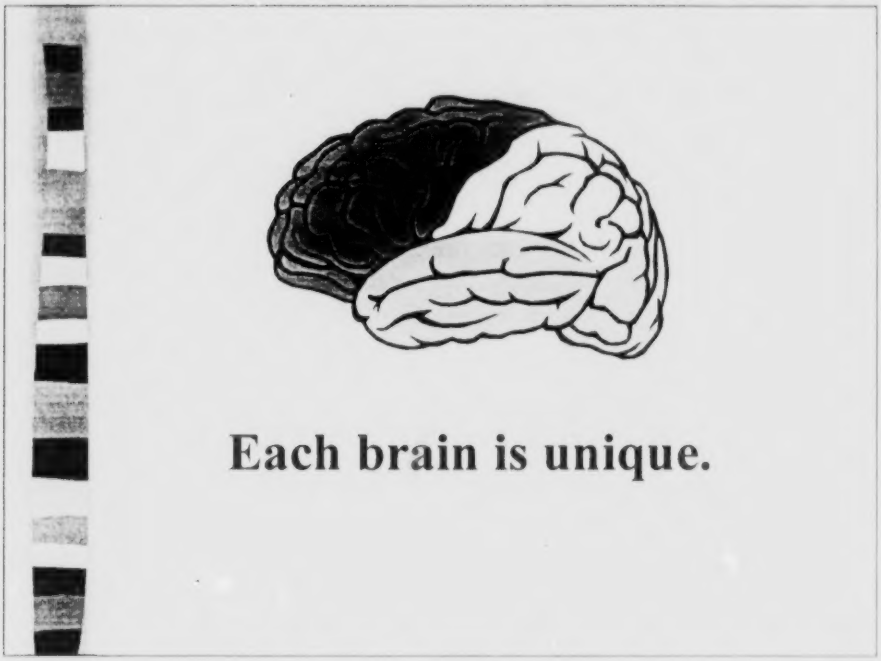
It's important that we be aware of this phenomenon so that we can better assist our children in facing potentially stressful situations.

Can any of you recall an occasion when your child may have downshifted as a reaction to stress?

[You may want to be ready to share in the event there are no willing volunteers. Examples might include: (1) completely blanking out on a test when she had studied and you knew that she was prepared—test anxiety is a form of downshifting; (2) screaming or using disrespectful language when someone challenged him.]

SLIDE 23, *Workshop S*

Rote memorization is not the brain's favored way of learning. Rather, we are better able to recall those facts that we have used in solving a practical problem. Again, you can assist your child by helping him make connections between what he's studying in school and the real world around him.



SLIDE 24, *Workshop S*

Many books are available today to help us understand how the brain learns. Some of you may wish to follow up this session with some reading of your own. There is one important thing to keep in mind, however, as you use this information with your child: Each brain is unique. Even though we can generalize about "how the brain learns," each of us learns in our own particular way. In our future sessions, we will share some specific strategies that you can use in learning more about how your own child learns. We will also continue to explore research related to brain-based learning. You might say that we've only just begun our consideration of this topic. We will stop now for an application of the ideas we've been considering, giving you time to ask "what does this mean for me and my family?"

References

Borba, M. (1999). *Parents Do Make a Difference*. San Francisco: Jossey-Bass Publishers.

Caine, R. N. & Caine, G. (1991). *Teaching and The Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jensen, E. (1996). *Brain-Based Learning*. Del Mar, CA: Turning Point Publishing.

Jensen, E. (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Activity 3: SMART Parents

(Estimated time: 20 minutes)

Materials Needed

- ❑ Handout #2 "A SMART Parent," for every parent
- ❑ Overhead or flipchart with discussion questions
- ❑ Flipchart paper, masking tape, and markers for each triad of parents

Preparing for the Activity

If you want triads to be able to prepare a visual record of their discussion, obtain flipchart paper–enough to have one sheet for every three parents. Before the meeting, tape the paper to the wall. Draw a vertical line down the middle of the page so that participants can record two different lists. You might label the paper as shown below:

Easy to do/Things I already do	**Hard to do/Questions and concerns**

Notes to Facilitator

The goal of this activity is to help parents think about ways that the home environment can support and strengthen optimal functioning of the brain for learning. It is suggested that parents read the passage individually and then form triads to discuss the passage. Suggest that each triad stand near flipchart paper and record their ideas so that they can share with the large group.

After reading the passage, they should brainstorm

a. the ways in which they believe they can and do support the brain in their home environment (What are they doing now—or would at least be fairly easy to do?)
b. the things they would find difficult or impossible (What concerns or questions do they have?)

Find someone who has achieved high levels of success and ask them to tell you about it.		S		Find someone who has felt more success outside of the classroom and let them tell you what it was.
Find someone who is intrinsically motivated and have them explain why.		M		Find someone who needs a lot of external praise and motivation and have them tell you what motivates them best.
Find someone who is an independent or autonomous learner and ask them how they developed this skill.		A		Find someone who has a self-taught skill and find out what it is.
Find someone who has taken responsibility for their own learning.		R		Find someone who has an effective strategy for helping students become more responsible for their own learning and find out what it is.
Find someone who takes time each day to thoughtfully reflect on where they've been and where they're going.		T		Find someone who thinks better out loud—by talking to someone else—rather than by thinking silently.

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A. SMART Parent: A Brain-based Home Learning Environment

Evening meals are special events in the home of A. SMART Parent. Everyone in the family gathers to eat and, more importantly, to talk. The conversation is meaningful; when someone talks, others listen with interest. The children are encouraged to talk about school and the adults listen respectfully—posing questions and sharing their own stories about school. Television is never on during meal times. Music plays quietly in the background. This is a time for relaxing and just being together. Voices are not raised in anger. One important meal-time rule is: "Leave your stress outside—before you come to the table."

The meals are nutritious and well-balanced. A. SMART Parent is aware that 15-20 grams of protein every day is important to stay mentally alert; fish or seafood is prepared several times a week. Dark leafy greens and whole-grain breads and pastas are a regular part of meals. A. SMART Parent knows that a healthy start at breakfast, which almost always includes some form of protein (meat, cheese, or egg, for example), helps to fuel the children's mental and physical development. Children are encouraged to drink 8-15 glasses of water every day, and A. SMART Parent does the same. The family talks about why water is so important; they all know that soft drinks, coffee, and juice are no substitute for water in sustaining mental alertness.

A. SMART also knows the value of exercise for maintaining high energy and low stress—important for optimal learning. Frequently, the family takes a brisk walk together after dinner to get ready for evening activities. The children are encouraged in other physical activities such as sports. They are equally aware of the importance of sleep and adequate rest. Bedtime is consistently observed to allow for a minimum of eight hours of sleep.

A. SMART Parent encourages children to set goals for themselves, in all areas of life including academics. SMART attempts to instill a "can-do" attitude in the children. "I can't" is rarely heard in this home. The children are helped to identify their strengths and to build on them. Criticism, sarcasm, and comparisons with siblings and classmates do not enter parent-child conversation.

A. SMART Parent knows that one of the most important ways to instill a love for learning in children is to model this excitement and enthusiasm. A. SMART has read aloud to the children since they were young babies; sometimes they still read together. In addition, A. SMART can often be found reading alone for enjoyment. A. SMART is a lifelong learner, taking advantages of opportunities to learn new things and to grow personally.

The school is a center for all family members. SMART stays informed about the children's progress and looks for ways to work with the teachers. As the school finds new and better ways of teaching, including strategies that build upon brain-based learning, SMART stays well informed and supportive of their efforts. Together, the school and SMART form a partnership with the goal of helping children feel valued and cared for while assisting them to become increasingly independent.

Workshop "M" is for Motivated

Activity 1: Warm-Up

(Estimated Time: 5 minutes)

Objective

To think about how to help your children develop internal (or intrinsic) motivation.

Materials Needed

- ❑ Blank appointment sheet for each parent (Handout #1)
- ❑ Pen or pencil for each parent

Notes to the Facilitator

This activity gets people up, moving around, and getting to know the other parents who are present. It will be used later, in Activity 4, as a way to get parents into pairs for discussion.

Directions

1. Give each parent a blank appointment sheet. Say something like the following:

   "You are about to enter into the process of making appointments. You'll have approximately four minutes to move around and make appointments with four other people. For each of the four hours on the appointment sheet, find someone who is willing to be your scheduled appointment for that hour. Try to find people you don't know very well. When they write their name on one of your hour appointments,

make sure that you write your name on the corresponding hour of their appointment sheet. So, for example, if John's name is on Jean's paper at 1:00, then Jean's name should be on John's paper at 1:00.

Be sure to get a name in all four of your appointment hours. When your appointment sheet is filled, move back to your seat."

2. Move around as parents are making their appointments, and monitor to make sure that they understand the directions. The most important thing is that the parents take care to write their name down on the identical hour line as their partner; that is, both parties should have the same hour reserved for their appointed time to meet.

3. Provide help if parents have trouble finding "partners" to complete their appointment sheets. If necessary, they can double up, or schedule an appointment with the facilitator.

Activity 2: *Inside Motivation*—How Does This Poem Speak to You?

(Estimated time: 10 minutes)

Materials Needed

- ❑ Copy of poem, *Inside Motivation*, for each parent (Handout #2)

Preparing for the Activity

A. Practice reading the poem, *Inside Motivation*, Handout #2. If you are working with a team of presenters, you may wish to plan a choral reading—assigning each reader different verses.

B. Make copies of the poem, *Inside Motivation*, to distribute to each participant.

Directions

A. Distribute a copy of the poem to each participant. Read the poem, and ask participants to follow along.

B. Following the reading, conduct a short whole-group discussion using the questions listed below:

- What one word or phrase best describes your reaction to this poem?
- What new idea, if any, did you get from the poem?
- What is the most difficult challenge for you as you attempt to help your child(ren) develop intrinsic motivation?

Activity #3: Exploring Three Types of Motivation—Reading and Role-Playing

(Estimated Time: 25-30 minutes)

Materials Needed

- ❑ Copies of Directions for "Motivation: The Inside View" for each participant (Handout #3)
- ❑ Copies of reading, "Motivation: The Inside View," for each participant (Handout #4)
- ❑ Transparency—showing the three types of motivation (or write them on easel stand as they are presented)
- ❑ Highlighters for each participant (optional)

Preparing for the Activity

A. Carefully read the excerpt from *Emotionally Intelligent Parenting*, "Motivation: The Inside View," and answer the three sets of questions at the end of the reading for yourself.

B. Copy the reading for participants, Handout #4.

Notes to Facilitator

Explain to parents that the reading will provide some concrete suggestions about using motivation with their children. Tell them that these authors write about three kinds of motivation: intrinsic, social, and material.

During this activity each individual will be responsible for learning and thinking about one of these three. In small groups, they will discuss the

three questions related to their portion of the reading. They will then create a role-play to illustrate the use of their assigned motivation with a child who does not want to complete a required science project.

Directions to the Facilitator

1. Distribute handouts and ask participants to number off from 1 to 3, getting together with others who have the same number.

2. Instruct participants to read their assigned paragraphs. (Allow 5 minutes.) You may wish to write the assignments on a blank transparency, chalkboard, or chart paper.

   Group 1, Intrinsic Motivation—paragraphs 1 & 2
   Group 2, Social Motivation—paragraphs 1 & 3
   Group 3, Material Motivation—paragraphs 1, 4, 5

3. When everyone in a group has completed their assigned reading, group members should discuss the three questions related to their reading. (Allow 10 minutes.)

4. Finally, the group should plan a role-play involving parent(s) and a child. (Allow 10 minutes for planning.) The role play should illustrate an effective use of their type of motivation related to the situation described below. Someone in the small group should be the group commentator—explaining why the parent(s) used the approach they did and providing an explanation of this particular type of motivation.

   Scenario: The child is refusing to begin work on an assigned science project. The project is due in three weeks, but parent(s) know that this cannot be done at the last minute.

5. Each group should have 3 minutes for role-play and explanation.

6. Following all the role-plays, call attention to the fact that no group read the final two paragraphs. Tell participants that these paragraphs deal with the appropriate use of material motivators—and that they all may be interested in reading this at home.

Activity 4: Pair Sharing

(Estimated Time: 10-15 minutes)

Materials Needed

- ❑ Appointment sheets completed in the warm-up activity for parents
- ❑ Four discussion questions (Handout #5) for every parent
  (Alternatively, post the discussion questions so that people can readily see them from around the room.)

Directions

1. Ask people to find their appointment sheets. Give each parent a copy of the handout with the discussion questions.

2. Ask parents to find their 3:00 appointment and discuss question #1. Allow 2-3 minutes.

3. Ring a bell or somehow get the attention of parents. Suggest they find their 1:00 appointments and discuss question #2. Again, allow about 2-3 minutes. (Lengthen or shorten the required time depending upon how much discussion is happening.)

4. Again, announce that it is time to move. Ask parents to find their 4:00 partner and discuss question #3. When time is called, have them move one last time to their 2:00 partner to discuss the last question.

5. To close this activity, ask for volunteers to share ideas that were exchanged with their partners for each of the four questions.

Activity #5: Closing—Bringing It Home

(Estimated Time: 5 minutes)

Directions

Allow one minute for quiet reflection on this question. Then ask participants to share their ideas with the large group. Be certain that you leave at least five minutes in the session for this final sharing.

Pose the following question:

How do you intend to use what you learned in this session with your children?

Handout #1, Workshop M, Activity 1

Make an Appointment

Find someone to sign each of the appointments below. When they sign your sheet at a given hour, you should be sure to sign their sheet at the same hour.

1:00 _____

2:00 _____

3:00 _____

4:00 _____

Inside Motivation

by Jackie A. Walsh

A child that is motivated and wants to do her best
On every assignment, project, and test.
That's all parents' dream as their children leave the nest.
Each of us wants to find that magical tool or rule
That will help our children achieve success in school.

But big questions and problems arise along the way.
One of the first that comes to mind is "Should parents their children pay?"
Should we offer lollipops, video games, or just plain dollars,
To encourage them to give their all and be recognized as scholars?
Or can we teach them to identify strengths, set goals, and find the ways
That *they* learn best—and thus help them their expectations to raise?

And then there's the question of how much help to provide
As they struggle with math problems or put their homework aside.
Surely it is easier and quicker to give them the answers and do their work,
And won't this save time, earn full credit, and teach them duties not to shirk?
But some say that this approach can rob children of their self-esteem,
That when they do it themselves, they are much more likely with pride to beam.

At the heart of all this debate is a question one cannot push aside:
How can parents help children develop motivation that comes from the inside?

While there is no simple formula or list of absolute don'ts and dos,
Some principles and suggestions are available for those who choose.
First, let your children know that you honestly believe they **can do**
Anything at which they work hard and truly set their minds to.
Then provide them with encouragement and really listen when they ask.
Pose questions that help them think through each and every task.
Finally, when they succeed, give them sincere and believable praise
And plan a family celebration that they'll remember all their days.

No, it's really not all that simple to help children develop intrinsic motivation,
But this is the inner force that will best serve them for a lifetime in our nation.

Directions for Group Activity

1. Read the paragraphs from "Motivation: The Inside View" that were assigned to your group.

   Group 1, Intrinsic Motivation: Paragraphs 1 & 2
   Group 2, Social Motivation: Paragraphs 1 & 3
   Group 3, Material Motivation: Paragraphs 1, 4, 5

2. Discuss the three questions assigned to your group.

3. Plan a 2- to 3-minute role-play to demonstrate your group's assigned topic. Use the following scenario:

   The child is refusing to begin work on an assigned science project. The project is due in three weeks, but parent(s) know that this cannot be done at the last minute.

Group 1, Intrinsic Motivation
Discussion Questions

1. What is it? How do you define it?
2. Brainstorm a list of things that you as parents can do to help your children develop intrinsic motivation.
3. What are the difficulties we face as we attempt to help children develop intrinsic motivation?

Group 2, Social Motivation
Discussion Questions

1. What is it? How do you define it?
2. In what ways do you as parents use social motivation to encourage your children?
3. What problems or difficulties do you find in using social motivation?

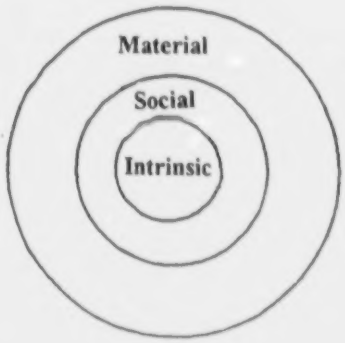
Group 3, Material Motivation
Discussion Questions

1. What is it? How do you define it?
2. Under what circumstances do you as parents find material motivation to be useful in encouraging your child? What kinds of material motivators do you most frequently use?What are the dangers in using material motivation?

Motivation: The Inside View

Excerpt from *Emotionally Intelligent Parenting* by Maurice J. Elias, Steven E. Tobias, and Brian S. Friedlander. New York: Harmony Books, 1999, pp. 94-97.

1. Motivation can be viewed as a target (see the accompanying figure). On the outside ring is material motivation—you do something because you get something in return. Social motivation, the middle ring, occurs when we do something because it helps us to be with others or to gain approval from people we care about or want to impress. In the center is intrinsic motivation, which is doing something because of the satisfying feeling we get in doing it.



2. We aim for intrinsic motivation in children. If children are doing something for themselves, because it makes them feel good, and they are proud of their accomplishments, then nothing will stop them from doing it. They will do it because they want to do it. By giving children feedback on their performance, we are tapping into their intrinsic motivation to succeed.

3. Social motivation tends to occur naturally in the environment, and also helps the child to develop intrinsic motivation. When children do well, they tend to receive positive feedback from others. This is generally how the world works; do nice things, and people will be nice to you.

4. Material motivation is farthest away from what we are aiming for. Children motivated in this way do things not because it makes them feel good or to please others, but because you are giving them something. When you no longer give them something, they will no longer do whatever it was that was being rewarded. If we want children to internalize good behavior, material reinforcement will not do it. It is interesting to note that in studies on why people leave their jobs, it is not money, but a lack of personal fulfillment or recognition from others that usually causes them to leave.

5. It is also interesting to note that if you give children an extrinsic motivator for something they are intrinsically motivated to do, you tend to deprive them of the intrinsic motivation. For example, if a child enjoys helping you in the kitchen (some children actually do) and you then pay the child to help, you may deprive the child of the intrinsic enjoyment of helping you. If you then stop paying the child, you are likely to diminish the child's motivation to help you.

6. On the other hand, there are times when material rewards can be valuable. For example, one child we worked with had experienced a great deal of academic failure because of a previously undiagnosed learning disability. This child would not do homework because he equated homework with frustration and failure. He did not associate homework with pride and achievement. No matter how much his homework was modified to be success-oriented, and no matter how much the parents praised homework-related behavior, it always turned into a battle. As a very insightful child said, "I'd rather be bad than stupid." In order for the child to work, the focus had to be taken off the child's self and placed on an external reward. In other words, the child would not work for himself or parental approval, but would work for a prize, because success or failure was not tied to his sense of self but to something he really wanted. Once the child earned the prize, we could begin to get him to see that he really could do the work. This brought about a change in his self-perception from failure to someone who was competent. The seed of self-regard and intrinsic motivation was planted.

7. Also, material rewards can be used to get hesitant children 'over the hump.' If a child is shy or inhibited, you can sometimes give him an incentive to participate in an activity, knowing that once he does it and adapts to it, he really will enjoy it. You can then safely withdraw the reward, and he will continue to participate. When a material reinforcer is used, it should be carefully faded as soon as the child begins to experience success and positive feelings about himself. Remember, material reinforcement is a last resort, not an initial condition.

Helping Children Develop Motivation for Learning

Questions for Discussion

Question #1: Children learn from watching what their parents and other adults do. This "modeling" is an important part of the way children learn.
What do you really like to learn about? In what ways do you—or could you—share your excitement with your child?

Question #2: What is your child really interested in? What do you do to encourage and support these interests?

Question #3: What kind of rewards do you give to your children for what accomplishments? How do you think rewards should be used? What else might you do?

Question #4: What are some things you do to help your child become self-motivated to succeed in school?

Workshop A is for Autonomous

Activity 1: Reflection

(Estimated Time: 3-5 minutes)

Objective

To become more aware of different learning styles—which effect how and what we learn—and to think about ways to help children become more independent learners through recognizing and developing their own unique strengths as learners.

Materials Needed

- ❑ Overhead with the word "Autonomous"

Notes to Facilitator

Introduce the concept for this session by saying:

> An **autonomous learner** is one who is a self-starter and can work independently.
>
> Consider the things that your child does really well—and might be more likely to accomplish independently. And think about those things that your child needs help with and encouragement to do.
>
> What can you do to help your child recognize his unique abilities? How could you encourage her to set goals for her own learning that would build on her natural abilities—and encourage her to develop in other areas as well? In what ways could you encourage him to monitor his own progress toward these goals?

Ask people to reflect for a minute and then to share ideas with a partner.

If some people are willing to share, ask for brief sharing. Suggest that we will be talking and thinking about this during this session.

Activity 2: Learning about Thinking and Thinking about Learning

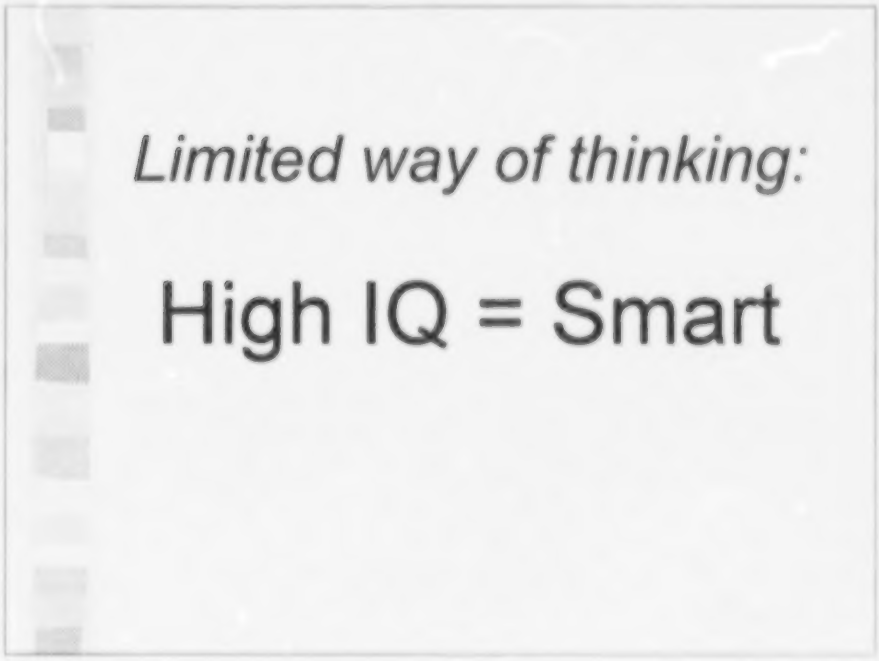
(Estimated Time: 5-10 minutes)

Materials Needed

- ❑ Overhead transparencies to go with lecturette

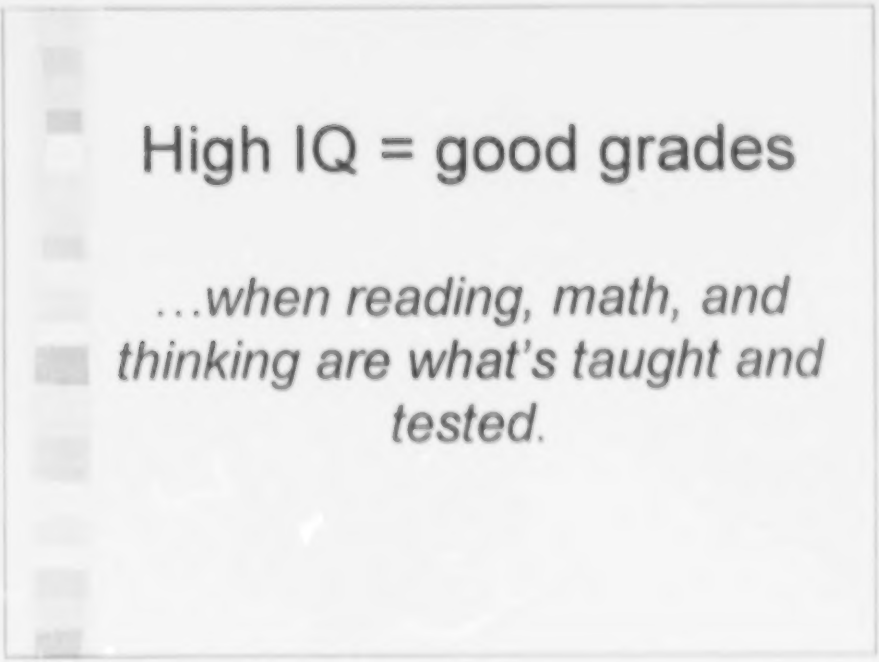
Preparing for the activity

The facilitator should read through the lecturette until comfortable with the concepts being presented



Slide 1, *Workshop A*

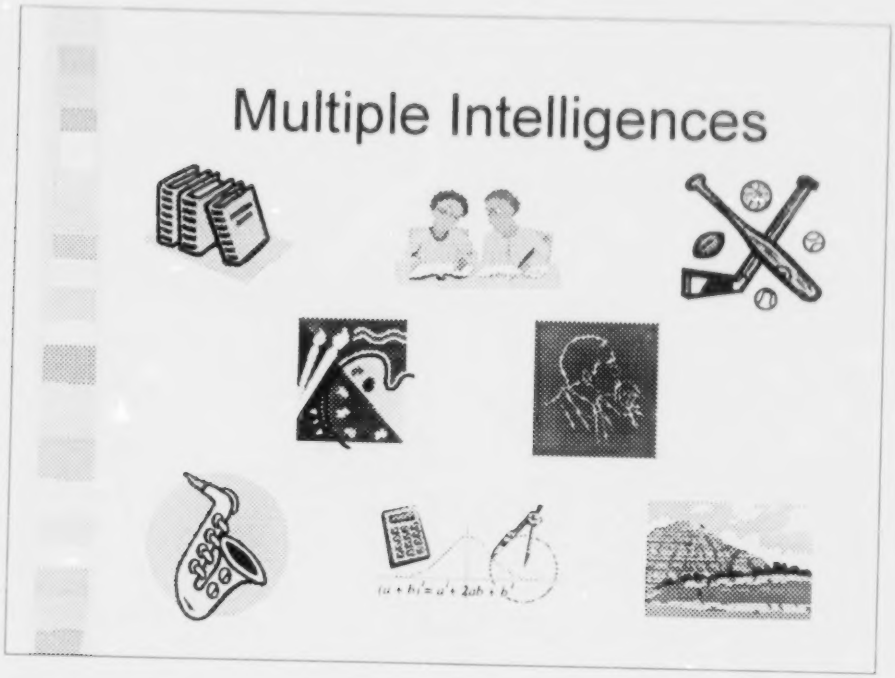
In education, we used to accept the idea of "IQ" as a definitive measure of someone's intellectual potential. We know now that IQ is a very limited way of measuring human potential.



Slide 2, *Workshop A*

IQ, as measured on standard tests, often predicts how well someone will do in school. High IQ often equals high grades. But that is mostly because of the way schools teach and test. They teach and test in ways that favor some kinds of learners over others.

In most schools, the best readers get the best grades. That's because most learning and testing is done through reading.



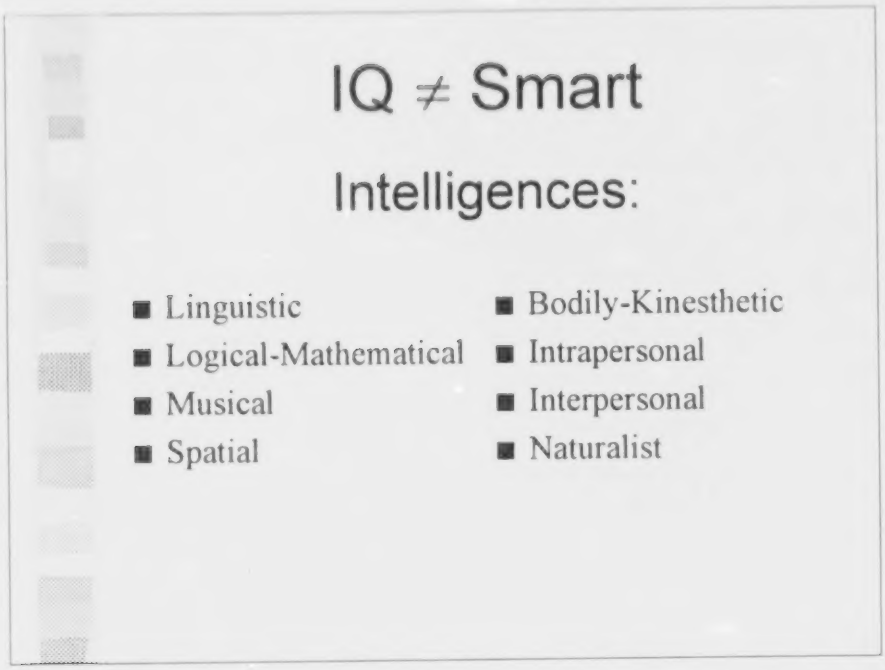
Slide 3, *Workshop A*

In this session, we want to explore many different ways of being smart—or intelligent.

Exciting new information is available to help us understand that all of us are unique, and we are smart in many different ways.

During the last 20 years, Howard Gardner has written some books about "multiple intelligences." He has found that there are at least eight different ways of being smart—that being gifted or genius doesn't simply mean being able to perform well on school-type tests.

(Pose question to parents.) Which of these ways of learning are traditional in schools?



Slide 4, *Workshop A*

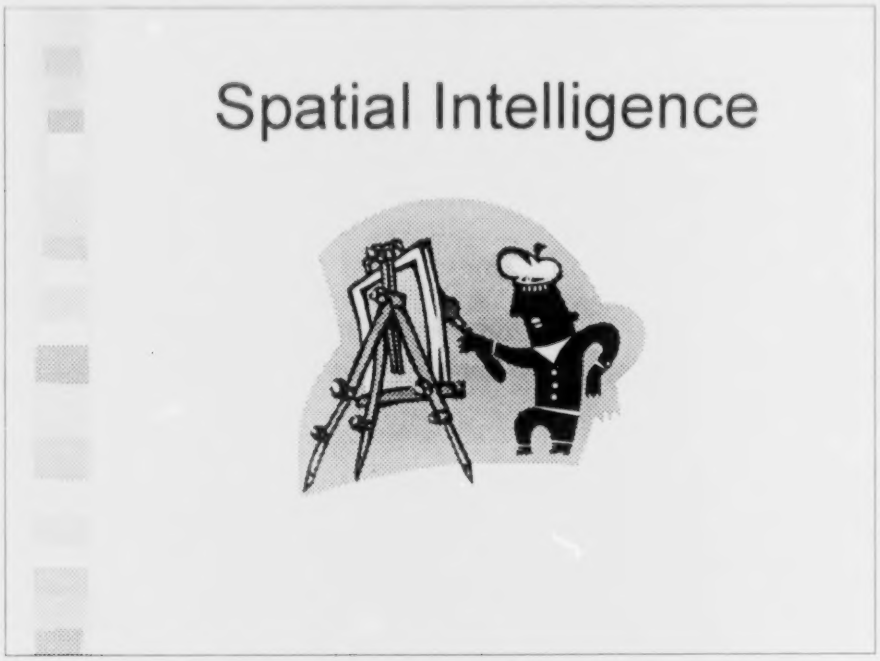
Gardner's work has expanded our thinking about what it means to be intelligent; he has helped us understand that what we used to call "smart" was a narrow way of thinking about how people learn. There is no "one best way" to learn.

All of us have some ability to learn in all eight ways; most of us are naturally more gifted in certain of these areas than others.

Slide 5, *Workshop A*

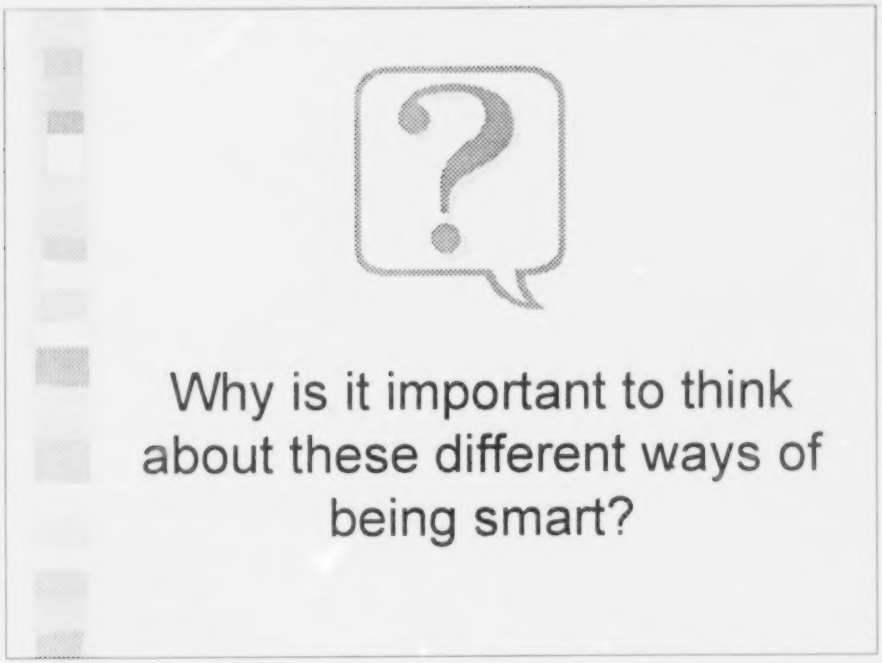
In ancient Greece, the first schools in modern civilization were called "gymnasiums." Being "smart" in the Greek gymnasium meant being athletic: tumbling, running, throwing the discus, and so forth. We all recognize that some people are gifted in the area of physical abilities.

Think about Michael Jordan; it's no secret that he would score at the genius level on what Gardner calls "Bodily-Kinesthetic Intelligence."



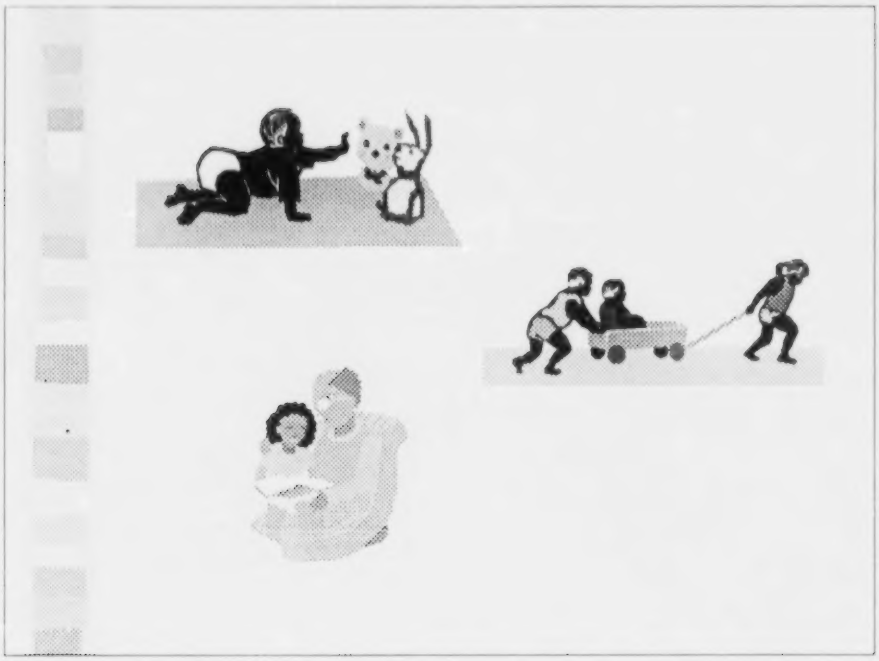
Slide 6, *Workshop A*

Think of someone you know who might be a gifted artist--and yet unable to balance a checkbook. They might be very smart on what Gardner called "Spatial Intelligence" but not as strong in what we called "Logical-Mathematical Intelligence."



Slide 7, *Workshop A*

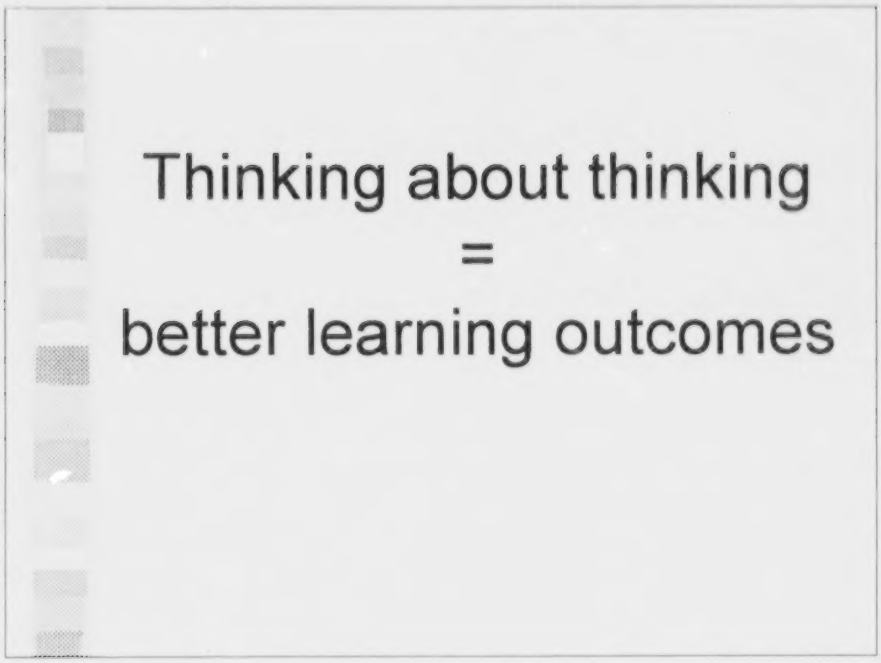
Why is it important to think about these different ways of being smart?



Slide 8, *Workshop A*

All humans are natural learners. From the time of birth we seek out ways to make sense of our environment.

But we learn in different ways. Have you ever known someone who remembered phone numbers after hearing them just one time? Others remember best by seeing, touching, or talking. Most of us prefer several different ways of learning in order to be confident that we have grasped a concept or an idea—before we *really* feel like we have learned something well. And it is well documented that the best learning occurs when people are given several strategies—or multiple ways to process the same information.



Slide 9, *Workshop A*

The important thing is that thinking about how you learn can actually enhance your learning ability. All of us can learn in all ways, and we can use our stronger areas to excel and thrive.

Activity #3: Inventory of Learning Styles

(Estimated Time: 20 minutes)

Materials Needed

- ❑ Copy of Multiple Intelligences Inventory (Handout #1) and scoring sheet (Handout #2) for every participant
- ❑ Copy of paragraph description of multiple intelligences for every participant (Handout #3)
- ❑ Blank copy of inventory for parents to take home
- ❑ Pen or pencil for all participants

Directions

Pass out a copy of the multiple intelligences inventory and suggest that parents score themselves to determine their own personal strengths as learners. As the directions state, read each item and score yourself on each item with a number from 1-5, with 5 being the most like you and 1 being the least like you.

After people have completed all 40 items, they should transfer their numbers onto the scoring sheet, get a total score for each of the eight scales, and find their highest intelligences.

Because this will take different people different amounts of time, suggest two topics for reflection as people finish this assignment.

1. Do the results confirm what you know about your own learning styles and preferences? Can you think of a story or an example from your own school experience that validates what the results show?

2. Imagine how their own child(ren) might answer such an inventory. How might knowing your children's results help you as parents? How might it help your children to be more aware of their own particular strengths?

When the group has finished scoring and tabulating their own scores, make the following points about this theory:

1. We all have all eight intelligences.
   Gardener's ideas form a theory about how people process information. He believes that each of us is unique in the ways these strengths come together; no two people are alike.

2. Most people can develop each intelligence to an adequate level.
   With the appropriate practice, exposure, opportunities, and hard work, most of us can learn to perform adequately in all of these eight areas.

3. Intelligences usually work together in complex ways.
   These eight different ways of thinking about intelligence interact with one another

4. There is no single way to be intelligent in a given category.
   There is no "pure" form of any of the intelligences. They appear in people in varied ways. For example, bodily-kinesthetic intelligence may show itself in sports, in dancing, in acting, or in artistry of hand-crafts. Someone strong in musical intelligence may be able to sing or play an instrument—or may not have a performance talent and rather be extremely rhythmic,

enjoy listening to music, or be especially sensitive to sounds.

Ask for people to share any insights or affirmations about their own learning styles. May share in triads if the group is too large.

Activity 4: What Do These Different Learners Look Like?

(Estimated Time: 15 minutes)

Materials Needed

- ❑ Each parent will need a copy of one of the four stories (Handouts #4A-4D) and a copy of the sample strategies (Handout #5)

Notes to Facilitator

This activity is designed to be a cooperative learning activity. There are four stories, each depicting a student with strengths in several of Gardner's intelligences. Pass out the four stories randomly and have people read their story. Then ask them to form small groups and discuss the questions at the end of their story.

We share these ideas in story form because we believe stories make concepts easier to understand. All four of these stories are true. It is likely that many parents will "see" some parts of their own children in one or more of these stories.

Guide the groups through the following tasks:

a. Read the story.
b. Speculate on which three to four intelligences are this child's major strengths.
c. Brainstorm things that parents could do to help this student succeed in school and learn. Use the list of sample strategies for initial ideas—but don't be constrained by these.
d. Be ready to share a two-minute summary that (1) describes the student in the story, (2) identifies his major strengths, and (3) presents several ideas for parents.

Activity 5: The Important Thing...

(Estimated Time: 10 minutes)

Materials Needed

- ❑ Copy of *The Important Book*, by Margaret Wise Brown and Leonard Weisgard, 1977, Harper Collins, Publishers
- ❑ Construction paper, markers, crayons, magazines, scissors, paste

Directions to Facilitator

Read *The Important Book* aloud to the group.

Tell the group that using this storybook as a guide, we'd like to make a statement about each of our children—recognizing them for what's **important** and wonderful about each of them! Encourage parents to reflect about their children, much as the stories of Chris, Michael, David, and Scott were reflections about children. What is special about them? What are their biggest gifts? What is **important** about each of them?

Ask parents to use the construction paper and markers to write "The important thing about *(their child's name)* is..." as a beginning and ending line of the page about their child(ren).

They can draw, color, or find magazine pictures to illustrate their page if they want to.

Suggest they write this as a gift to their children and use it as an opportunity to think about their own child's strengths.

Handout #1, Workshop A, Activity 3

Summary of Gardner's Multiple Intelligences

The different intelligences are not necessarily connected or correlated. None, by itself, is a predictor of success in life. All of these intelligences—and there may be more—will figure in the portfolio of student work.

1. **Linguistic Intelligence**—likes to read, write, and tell stories. Good at remembering names, places, dates, and detailed information. Learns best by saying, hearing, and seeing words.

2. **Logical–Mathematical Intelligence**—likes to do experiments, explore patterns and relationships, asks questions, work with numbers. Has strong problem-solving and reasoning skills. Excels in math. Learns best by categorizing, classifying, and working with abstract patterns and relationships.

3. **Musical Intelligence**—likes to sing, hum tunes, listen and respond to music, play an instrument. Remembers melodies, pitch, and rhythm. Is acutely aware of sounds, such as the ticking of a clock or the singing of a bird. Learns best through rhythm, melody, and music.

4. **Spatial Intelligence**—likes to draw, build, design, and create. Also enjoys watching movies, looking at pictures, and playing with machines. Often skilled at taking something apart and putting it together. Good at maps, charts, and diagrams. Uses a mental or physical picture in order to understand new information. Colors and pictures are used as learning tools.

5. **Bodily-Kinesthetic Intelligence**—is strong at physical activities requiring coordination, timing, and balance. Likes to move around and touch things while learning, and likes to gesture while communicating. Often excels at sports, dancing, acting, or crafts. Information is processed by touching, moving, and interacting with space.

6. **Intrapersonal Intelligence**—prefers to work alone and pursue own interests. Has a strong sense of self. Likes to daydream. Creates original work. Learns best with individualized projects and self-paced instruction. Likes having "own space."

7. **Interpersonal Intelligence**—understands and works well with people. Has strong leadership skills, and is good at negotiating, mediating, and communicating. Learns best when sharing, comparing, relating, interviewing, and cooperating with others.

8. **Naturalist**—understands and enjoys everything in nature. Like to collect and categorize plants; enjoys animals—even the unusual, such as lizards, snakes, and bugs; excels in outdoor activities such as camping and fishing. Learns best through outdoor activities and nature study, when possible outside in nature; when not, in an environment that includes things from nature.

Sources: Gardner, Howard. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
Faggella, Kathy, & Horowitz, Janet. (1990, September). Different Child, Different Style. *Instructor*, 49-54.

Handout #2, Workshop A, Activity 3

Multiple Intelligences Inventory

Directions: *Read each item and choose a number that describes how much the statement is true for you. Put the number in the blank beside each item.*
5 = Almost Always, 4 = Usually, 3 = Sometimes, 2 = Occasionally, 1 = Rarely

Name _____ **Date** _____

____ 1. I would rather draw a picture than tell a story.

____ 2. I enjoy playing a musical instrument.

____ 3. Ideas or answers to questions just seem to pop into my head.

____ 4. I feel happy and relaxed when I'm in the woods.

____ 5. I see pictures in my mind.

____ 6. I like to work with computers and calculators.

____ 7. I like to work on projects with other people.

____ 8. I can understand how friends are feeling by looking at their faces.

____ 9. I enjoy listening to other people talking.

____ 10. I find my way around easily when I am in a new place.

____ 11. I need a quiet place to work or just be alone.

____ 12. I listen to music a lot.

____ 13. I like to take things apart and try to figure out how to put them back together.

____ 14. I collect things from nature (like rocks, leaves, seashells).

____ 15. When my friends are in a bad mood, I usually understand why without having to ask them.

____ 16. Riding a bike and skating are easy for me.

____ 17. It bothers me when people use improper English (Things like: He don't know the answer.)

____ 18. Walking on a balance beam is easy for me.

____ 19. I like to make collections of things that have special meaning to me.

____ 20. I can look at an object and imagine how it would look if it were turned upside down.

____ 21. When I'm given a long list of numbers to add, I like to invent unusual ways to add them.

____ 22. I enjoy wildlife (such as animals, birds, bugs, and fish).

____ 23. I use lots of hand gestures and body movement when I talk to my friends.

____ 24. I like to learn and use big words.

____ 25. I have lots of friends, not just one or two best friends.

____ 26. I find myself humming and singing a lot.

____ 27. Math is one of my favorite subjects in school.

____ 28. I like to pick out shapes (square, circle, triangle, etc.) when I look at buildings or clouds.

____ 29. I like to take care of a garden.

____ 30. When I am sad, I think of songs that will make me happy.

____ 31. I can run, swim, or exercise for a long time without getting tired.

____ 32. I am good at mental math.

____ 33. I enjoy writing stories.

____ 34. Listening to certain kinds of music can make me happy or sad.

____ 35. I like playing and working with others on a team.

____ 36. I remember my dreams.

____ 37. I enjoy outdoor activities such as hiking, camping, or fishing.

____ 38. When I give directions to friends, they usually understand me the first time.

____ 39. I learn to play new sports quickly and easily.

____ 40. I really enjoy doing science experiments.

Multiple Intelligences Inventory Scoring Sheet

1. BODY/KINESTHETIC

16. _____
18. _____
23. _____
31. _____
39. _____

2. INTERPERSONAL (between you and others)

7. _____
8. _____
15. _____
25. _____
35. _____

3. INTRAPERSONAL (knowing yourself)

3. _____
5. _____
11. _____
19. _____
36. _____

4. LOGICAL/MATHEMATICAL

6. _____
21. _____
27. _____
32. _____
40. _____

5. MUSICAL

2. _____
12. _____
26. _____
30. _____
34. _____

6. VERBAL/LINGUISTIC

9. _____
17. _____
24. _____
33. _____
38. _____

7. VISUAL/SPATIAL

1. _____
10. _____
13. _____
20. _____
28. _____

8. NATURALIST

4. _____
14. _____
22. _____
29. _____
37. _____

Now fill in your scores from highest to lowest and find the intelligences you are naturally good in.

A. _____ _____
B. _____ _____
C. _____ _____
D. _____ _____
E. _____ _____
F. _____ _____
G. _____ _____
H. _____ _____

Hazel & H. Oeschner, Tempe (AZ) Learning Lab., 1994

Story #1: Chris

Meet Chris. He is a likable 14-year-old who loves being with people. He is sensitive to others and uncommonly kind for one his age. His mother used to think it was a compliment when teachers would tell her how "social" Chris was; then she realized it was their way of saying "He talks too much." And indeed, he does seem to talk all the time. He seems to know a lot about a wide variety of things both historical and current—and makes interesting conversation with people of all ages.

Like most teens, Chris loves music. But he enjoys listening to all kinds: rap, rock, classical, country, and spiritual. He can't sing a note...and although he tinkers around on the piano, he's never really stuck with lessons long enough to learn to play. It's not uncommon for him to beat out a rhythm at the kitchen table when he's doing homework...and when he's talking on the phone...and when he's eating dinner. You get the picture. His rhythm-making can be quite annoying!

Chris has always loved to draw. He can draw an exact duplicate of nearly any picture, especially cartoons, and sometimes gets in trouble for "doodling" at school. It's not uncommon to find him writing his name for hours on end until it has just the right flourish!

He is on the yearbook staff at school. In less than a day, he taught himself to make a home page on the Internet on his home computer; now he teaches his friends how to create Web pages for themselves.

Chris is tall and lanky, but has never played competitive sports. It seems like it's hard for him to get his body to move the way he might want it to.

Much of the time when Chris is at school, he feels like the proverbial square peg being squeezed into a round hole. It is hard for him to be quiet all day long at school. Sitting still is a challenge for him, too. He has never been able to retain his simple multiplication or addition facts, can't seem to "get" grammar, often doesn't seem to hear or remember homework assignments, has difficulty getting organized to complete his work, has a hard time staying focused, and performs badly on most written tests.

This "bright" child has already failed one grade and stays close to failing another.

For discussion:

1. Which intelligences seem to be Chris' natural strengths?

2. Which intelligences seem to be a challenge for Chris?

3. What kinds of things could Chris' parent do that might help him learn and succeed in school?

4. Prepare a two-minute summary for the other groups that (1) describes Chris, (2) identifies his major strengths, and (3) presents several ideas for parents.

Story #2: Michael

Learning is easy for Michael. He particularly loves math. Even as a small child, he liked to solve problems for fun and would ask his Mom to give him problems so that he could use his mind in that way. He reasons well and can solve word problems as easily as drill and practice. He even developed his own way of adding and subtracting, not using the teacher's prescribed methods for solving problems.

Michael has a very good memory; anything he hears, he remembers. Let him hear a song or a movie script once or twice, and it's his for life! Science, history, and reading comprehension are easy for him because of this talent. This good "ear" translates into a real talent for language. As he has begun to learn Spanish in elementary school, Michael can speak with a perfect accent.

But Michael, as an active 8-year old, is truly "all boy." Sitting still in school is not for him! He loves vacations from school, when he can play outside, watch television, and just "goof off." When he comes home, he doesn't think doing homework is "fair." He would rather do almost anything than more sitting and studying!

Michael struggles with reading and doesn't like to sit down to read a book by himself—even though he really enjoys being read to by his teacher or parents. Michael's comprehension is good; that is, he can understand really complicated plots and difficult vocabulary, but his ability to read to himself is somewhat limited.

Michael is a trusted friend and reliable classmate. He is a leader among other students. He seems to understand what is expected for good behavior and complies with rules. He is responsible in completing assignments on time.

Michael is a gifted athlete. He is in karate class twice a week. The combination of intense mental concentration and extreme physical energy seem to be a perfect match for this energetic and "smart" boy.

For discussion:

1. Which intelligences seem to be Michael's natural strengths?

2. Which intelligences seem to be a challenge for Michael?

3. What kinds of things could Michael's parent do that might help him learn and succeed in school?

4. Prepare a two-minute summary for the other groups that (1) describes Michael, (2) identifies his major strengths, and (3) presents several ideas for parents.

Story #3: David

David is excellent with his hands. He can build things such as birdhouses, wagons, and benches. He made most of the furniture for the neighborhood tree house; in fact, he was responsible for most of the tree house itself. Even as a young boy, David's talent was obvious. Each Christmas, David would get the "Erector set" that was bigger and more deluxe than the one from the previous Christmas. He built his own variations—everything from skyscrapers to trucks. One year, he even built a robot that could walk!

David's aptitude grew. He received a special award for the unique design of his brake system in the local soap box derby contest. Without the aid of a manual, he can take apart transmissions and engines; they fascinate him. Sometimes his father has to forbid access to the family workshop because David spreads the tools all over the place—making chaos out of order.

David also has a knack for playing the trap drums. He pounds those drums, day and night, until his parents have begun to wonder why they gave them to him!

Although he is talented in construction and cars, most schoolwork is another matter. Reading, writing, and math have always been a struggle. It's common for him to bring home poor marks; David's teachers report that he does not "apply himself." His parents try to be supportive and helpful; they consistently withhold his favorite activities until homework is completed. But all the help in the world doesn't seem to be enough.

David, a starter on the football and baseball teams and a reserve on the basketball team, has to work hard to remain eligible for sports. This young man, outwardly tough in every respect, sometimes breaks down and cries at the sheer frustration of schoolwork. It seems that no matter how hard he tries, he can't make high grades. With an older brother and a younger sister, both of whom do well academically, the pressure seems more intense.

The difficulty in school has translated into some social difficulties as well. His temper sometimes gets him into trouble. He argues frequently and sometimes gets into fights with other kids at school. David is not very diplomatic; during elementary school he didn't have many friends. This "smart" young man seems to be plagued with the sense that he is not very smart.

For discussion:

1. Which intelligences seem to be David's natural strengths?

2. Which intelligences seem to be a challenge for David?

3. What kinds of things could David's parent do that might help him learn and succeed in school?

4. Prepare a 2-minute summary for the other groups that (1) describes David, (2) identifies his major strengths, and (3) presents several ideas for parents.

Story #4: Scott

Scott is a 17-year-old high school junior who loves to be outside. Whether shooting baskets, hiking, biking, or hunting with his dad, he has a smile on his face and excitement in his voice. He also likes to be in motion, and he moves gracefully.

Not only does Scott enjoy the out-of-doors, he seems very much at home in nature. Even as a young child, he intuitively knew directions. Early on, he learned to identify bird calls, animal tracks, as well as plants and trees. He was a natural Boy Scout, quickly learning how to build fires, tie knots, handle a one-man canoe, and other scouting skills. His mother often says that were she ever to be lost in the wilderness, she'd want to be lost with Scott. She knows him to have real survival skills.

Scott is a natural athlete. He showed early potential in baseball, basketball, and football, always making the All-Star teams. One would have predicted that Scott would have been a standout, three-sport athlete in high school; however, he chose not to join any school teams this year. This decision most likely relates to his general disenchantment with school.

Although he was a good average student through the seventh grade, school became an increasing struggle for Scott. He has difficulty focusing attention through a 45-minute lecture and finds it difficult to stay on task when doing written work. He is a slow reader and does not really enjoy reading. In fact, Scott doesn't enjoy academics at all; he would admit to being poorly motivated. Like most teenagers, Scott's favorite part of school is the social side. He is a very popular young man and has a wide network of friends both within his school and throughout his community. Scott plans to go to college, but he realizes that he must first get through high school.

For discussion:

1. Which intelligences seem to be Scott's natural strengths?

2. Which intelligences seem to be a challenge for Scott?

3. What kinds of things could Scott's parents do that might help him learn and succeed in school?

4. Prepare a two-minute summary for the other groups that (1) describes Scott, (2) identifies his major strengths, and (3) presents several ideas for parents.

Helping Your Child with Schoolwork at Home: Alternative Strategies

Read through the list of strategies for helping a child learn schoolwork. Which ones might work particularly well for the child in the story that you read about?

1. Call out spelling words orally and ask him to write them.
2. Call out spelling words orally and have her spell them out loud.
3. Use flash cards for math facts.
4. Read a story and ask the child to draw a picture, retelling the story in pictures.
5. After reading a story, check for understanding by asking the child to tell it in his own words.
6. Help the child create a poem or song—for learning science, history, or literature.
7. Help the child create a rhyme or a rap—for learning any subject, from math to history.
8. Rent a videotape on the topic under study; watch it together and talk about important understandings.
9. Take a walk outside in nature; listen and talk.
10. Jog together while talking or reviewing ideas and concepts; might try to recall facts in the rhythm of your jogging pace.
11. Swing the child, while reviewing ideas or talking about ideas.
12. Cut pictures and words out of magazines or newspapers to make a collage on the unit under study.
13. Read aloud.
14. Play catch; the "pitcher" gets to ask a question to the "catcher" and then switch roles.
15. Shoot hoops. Try to spell out words as the ball bounces.
16. Adapt the basketball game "horse"; use spelling words. For each basket, earn the next letter in the word.
17. Go fishing and talk about a story or literature.
18. Tell a story about your own experience in learning a particular subject.
19. Have friends over to study together.
20. In your home, prepare a bulletin board where you can post things related to school topics under study.
21. Create a map.
22. Bake together: read recipes, measure, set temperature, count cookies, etc.
23. Have a family vegetable or flower garden.
24. Go camping, study nature.
25. Do role-plays that are related to a time in history, for example. Act out a story or a book.
26. Use charades as a way to communicate concepts and demonstrate understanding.
27. Draw pictures that demonstrate an understanding of vocabulary words.
28. Create and play "Jeopardy" to learn, for example, history facts.
29. Use the computer to drill math facts.
30. Use the computer Internet to find facts, resources, people, and information.
31. Say words in rhythm; for example, tap for each letter in a spelling word.
32. Write spelling words on index cards and hold them up.

33. Work jigsaw puzzles; talk about the unit under study while working together.
34. Take a bike ride; use rhyming words as you bike.
35. Use analogies or metaphors to explore new ideas.
36. Help the student make up and use mnemonics to learn facts (e.g., "My Very Educated Mother Just Served Us Nine Pizzas," to learn the nine planets where the first letter of each word corresponds with the first letter of each planet, in order from Mercury to Pluto.
37. Have student use tape recorder to take notes from texts and listen to review.
38. Others:

Workshop "R" is for Responsible

Activity 1: What Does It Mean to be Responsible?

(Estimated Time: 10 minutes)

Objective

To consider issues related to helping children become more responsible for their own behavior.

Materials Needed

- ❑ 4 markers
- ❑ 4 pieces of flipchart paper taped to the wall in four different areas of the room

Notes to Facilitator

This activity, called Four Corners, asks people to engage in "synectics"—or in making connections through the use of metaphors. Most adults find this activity fun. By using metaphors, people will be forced to think "outside of the box." The activity gets people out of their seats, talking in small groups, and thinking creatively—a good way to begin a workshop!

Directions to the Facilitator

Remind parents that in this workshop our focus is on "Responsible" from the SMART Learner acronym.

Ask people to imagine what a "responsible" learner does. Have them close their eyes and picture this responsible learner. What is she doing? What might he be saying or thinking?

After a moment of silent reflection, ask people to decide if the "responsible learner" in their mind's eye is more like

- a mountain stream
- a boulder
- a rainbow
- an oak tree

Allow enough time for every participant to select the **one** metaphor that is most like their concept of a responsible learner. Then ask them to stand up and move to the posted easel paper that matches their metaphor. (Be sure each metaphor is posted in plain sight.)

When they get with others who chose the same metaphor, ask them to

a. introduce themselves
b. share how a "responsible learner" is like their metaphor.

One member of each group should record parents' comments and be prepared to share when the facilitator calls time.

After the groups have had time to brainstorm and record ideas (about 3-5 minutes), ask each group to share with the larger group.

Activity 2: Responsibility in School

(Estimated Time: 20-30 minutes)

Materials Needed

- ❑ Handout #1 copied for each parent
- ❑ Pen or pencil for each participant
- ❑ 4 flip charts, prepared as shown below, one for each of the four questions
- ❑ 4 Post-its® (3" x 1") for each parent

Preparing for the Activity

Read through the directions for this activity prior to the beginning of the workshop.

Prepare each flipchart page with a summary of one question across the top. Down the left side of the chart, in 10-point increments (100, 90, 80, etc.) print a scale from 100% to 0%.

Question A: Teachers expect parents to help with homework.
100
90
80
70
60
50
40
30
20
10
0

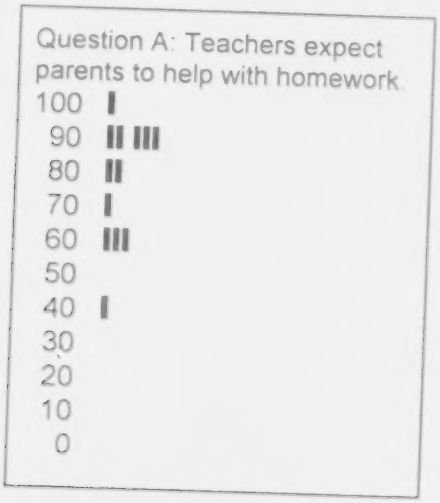
Notes to Facilitator

This process, called Data on Display, encourages reflection and group discussion to find meaning. Initially, participants reflect individually on four statements, which have been written to elicit varied viewpoints, related to homework and student responsibility. Parents will produce a graphic display of the group's opinions by posting their opinions on the chart paper, followed by a discussion to make meaning from the group's responses.

Directions

Ask parents to individually answer the four questions on the handout by circling the percentage which represents the degree to which they agree with each statement. Remind parents that there are no "right" answers; it is their opinion that counts.

Distribute four 3"x1" Post-its® to each parent. Direct them to place one Post-it® on each of the four chart papers, to represent their response to each question. (Note: If parents will place their Post-its® vertically across from the corresponding percentage, the Post-its® will form a visual graph that will be easy to read and interpret. See sample below.)



After opinions have been posted, suggest that parents examine the four graphic displays. Allow time for participants to reflect silently on the data posted around the room. They should write down any questions, discrepancies, hypotheses, or conclusions raised by the data.

Invite parents to discuss their observations with others in small groups.

Activity 3: Marshmallows and Self-Control

(Estimated Time: 15-20 minutes)

Materials Needed

- ❑ Reading, "Marshmallows and Self-Control" (Handout #2)

Preparing for the Activity

The fishbowl activity will require 4-5 chairs in a circle, positioned so that others in the group can see and hear as the group in the fishbowl talks.

The fishbowl activity requires 3-5 volunteers to sit in a "fishbowl" and discuss openly with others in the larger group observing. You may wish to identify some potential volunteers and speak to them before the session begins to enlist their participation.

Directions

Read the excerpt from *Emotionally Intelligent Parenting* aloud to the group as they follow along.

Ask for volunteers willing to engage in dialogue about this reading in a "fishbowl," with others in the group observing the discussion. Their job, in the fishbowl, is to carefully listen as others speak, seeking to understand even when they may disagree, and to honestly and openly voice their own questions and opinions. Leave an extra chair in the fishbowl so that if one of the larger group wants to contribute, they can enter and exit the fishbowl easily.

Pose the following question to the group in the fishbowl:

> How can I help my child develop delayed gratification?

Use these questions as probes or prompts if the discussion slows down:

> Why is this so difficult for children?
> What does this have to do with responsibility?

Handout #1, Workshop R, Activity 2

Homework: Whose Responsibility?

I. **Directions**: For each statement below, decide the extent to which you agree by circling one of the percentages—from 100% to 0%—following the statement. Use your own personal experience and observations; there are no "right" answers in this activity.

A. My child's teachers expect that parents will help students complete all homework assignments correctly.

100 90 80 70 60 50 40 30 20 10 0

B. I believe it is important that parents help their children with homework assignments.

100 90 80 70 60 50 40 30 20 10 0

C. Students should be able to complete their homework independently.

100 90 80 70 60 50 40 30 20 10 0

D. Teachers should not assign homework unless students can complete it on their own.

100 90 80 70 60 50 40 30 20 10 0

II. **Directions:** When you have completed your ratings, use the colored Post-its® to record your responses (percentages) on the wall charts for each question.

III. **Group Discussion**: When everyone in your group has recorded their responses on the wall chart, begin discussing the four statements and the patterns of response that have been posted by the group. As you look at the data, what questions do you have? What inferences can you make?

Reading for Activity 3: Marshmallows and Self-Control

Excerpt from *Emotionally Intelligent Parenting* by Maurice J. Elias, Steven E. Tobias, and Brian S. Friedlander, New York: Harmony Books, 1999, pp. 13-14.

"Daniel Goleman popularized the now-famous Marshmallow Test in his book, *Emotional Intelligence*. Walter Mischel is a psychologist who, in the 1960s at Stanford University, posed to four-year-olds the challenge of whether to have a marshmallow now or wait a few minutes until a researcher returned to the room, at which point they would have two marshmallows. Being able to wait—and kids did the cutest things to try to keep from eating the marshmallow—was related to a number of better psychological and behavioral outcomes. Following these children as they graduated from high school, Mischel found that the students who were able to wait not only had better status on a variety of measures of positive behavior and mental health, but also SAT scores that were on average 200 points higher than their marshmallow-grabbing age-mates, showing benefits in the academic skills tests so important for college entry.

"What's going on here? Are we aiming to increase children's consumption of marshmallow-based products? Or should we help them to develop better self-control and resistance to impulses and temptations of the moment? We suspect the latter, though sometimes hot chocolate with marshmallows sounds a lot better than impulse control. Actually, the Marshmallow Test focuses on a component of coping with behavioral impulses known as delayed gratification, the ability to wait for something. Alas, it is a concept difficult for many adults to master in the age of credit cards, so it is not surprising that it does not come easily for children. Without the ability to delay gratification, we usually end up with less than we could have had. If you work hard for something, you tend to achieve more and also have the satisfaction of having worked for it. Children who are insecure have an especially difficult time with waiting because they are not sure that the satisfaction will ever come."

Workshop T is for Thoughtful

Activity 1: What is the Parents' Role in Developing Thoughtfulness?

(Estimated Time: 10-20 minutes)

Materials Needed

- ❑ Copies of Handout #1 with the text of the story about Isidor Issac Rabi

Preparing for the Activity

Arrange the chairs in a circle so that participants can all see one another.

Notes to the Facilitator

The Socratic seminar is a formal discussion designed to help people really think from other perspectives. The seminar has a specific set of rules, which you may want to preview with parents before beginning.

Monitor the amount that you talk. All participants are expected to participate. Only one person should speak at a time. Be mindful that talking time is shared—no one person should dominate the discussion.

All comments should stem from the text. Ideas should relate to the discussion at hand—no personal comments and no comments that "attack" others' ideas.

No "satellite" or side conversations. This is a large group discussion. Everyone's role is to listen carefully to what each person says.

Ask questions for clarity. Any participant can pose a question of clarity to any other participant. Frame questions in a nonthreatening way. Remember, this is not about "winning" a debate; the process helps all to understand at a deeper level.

Directions

1. Introduce the story to participants by reading it aloud. After they hear it, suggest that they will all participate in an open discussion known as "Socratic seminar."

2. Remind everyone of the "rules" of the process.

3. Pose the first question and ask people to share (one at a time, going around the circle in turn).

   "Think of one word that comes to your mind when you hear this story."

   Explain that if someone gives their word or comment, they can repeat it or expand upon it. Also, it is important to let people know that anyone can "pass" if they don't have a word to share.

   An alternate way to open up the group discussion might be to ask the group the following: "Create a title for this story."

4. After everyone in the group has contributed a word, continue to facilitate the discussion. Be sure to model wait time and active listening, as described in Activity #3 of this workshop. You might ask one person to expand upon the meaning of their word by asking, "Could you say more about _____?" Alternately, you might go

around the group again and ask people to share why they chose the word they did. You may also pose any of the following questions, as it seems appropriate, to elicit more discussion from the group.

- Did Rabi's mom understand her contribution to her son's success?
- How did asking questions help to develop Isidor Rabi ?
- How might this have led to Isidor Issac Rabi's success?
- How do you suppose this practice made him different from other students?
- Why did Isidor choose this anecdote to share?
- Describe what you think went on in his classrooms each day in regard to his question asking?
- Describe what went on inside Izzy's head each day before he went to class? Or before he asked a question in his classrooms?
- How do you think Rabi answered his mother each day of school? Would she have permitted him to ask just any questions?
- Would this strategy work today?

Remind the group that they can ask questions, they are not limited to the facilitator's questions. The facilitator should remain neutral. Her views should not be apparent during the discussions. The facilitator's role is to keep the discussion going without interfering in the thinking of participants.

Activity #2: Lecturette on Thoughtfulness

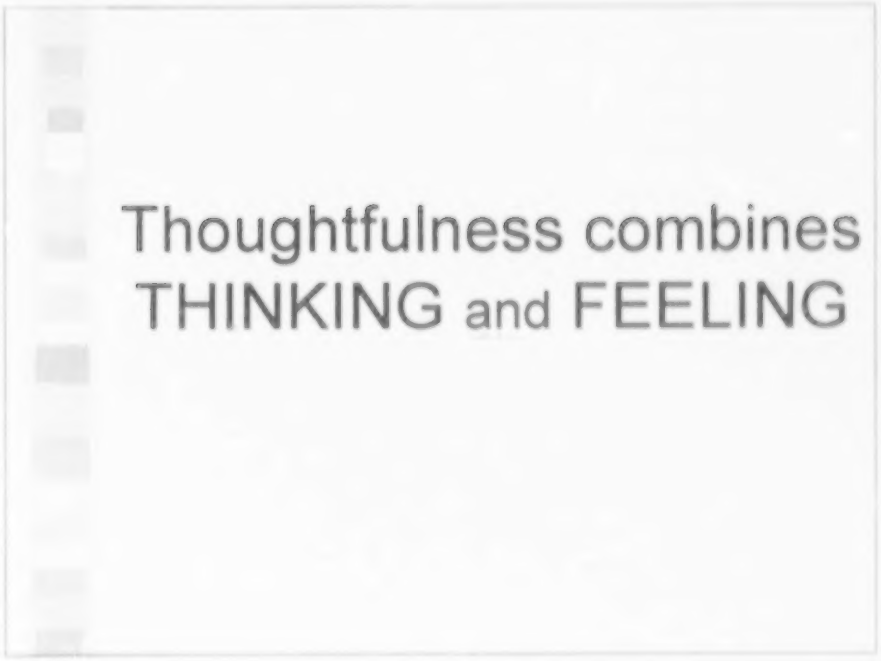
(Estimated Time: 20-30 minutes)

Materials Needed

- ❑ Overhead transparencies to go with the lecturette
- ❑ Overhead projector and screen

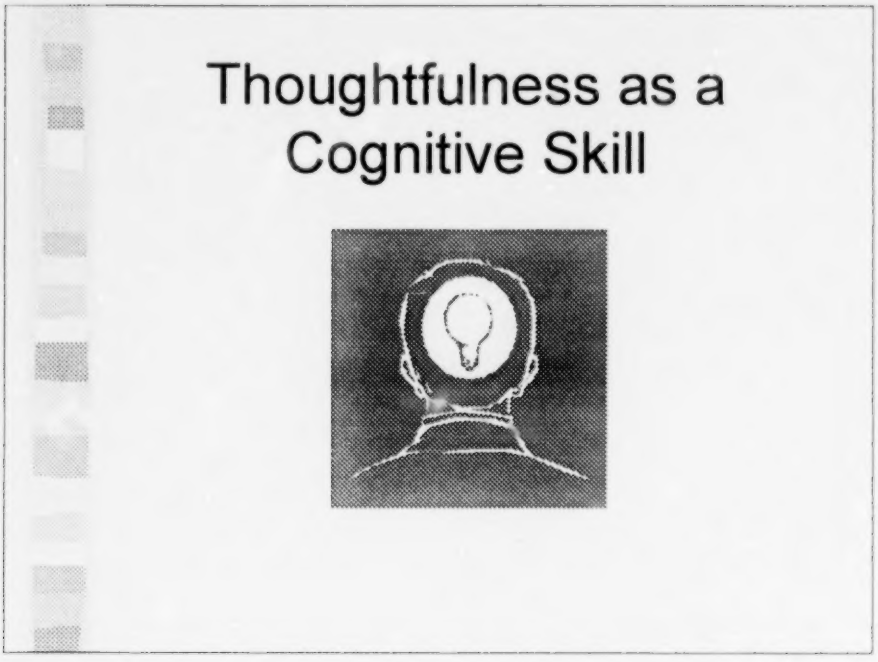
Preparing for the Activity

The facilitator should read through the notes for the lecturette until comfortable with the ideas being presented. The facilitator will also need to make transparencies from the paper copies provided.



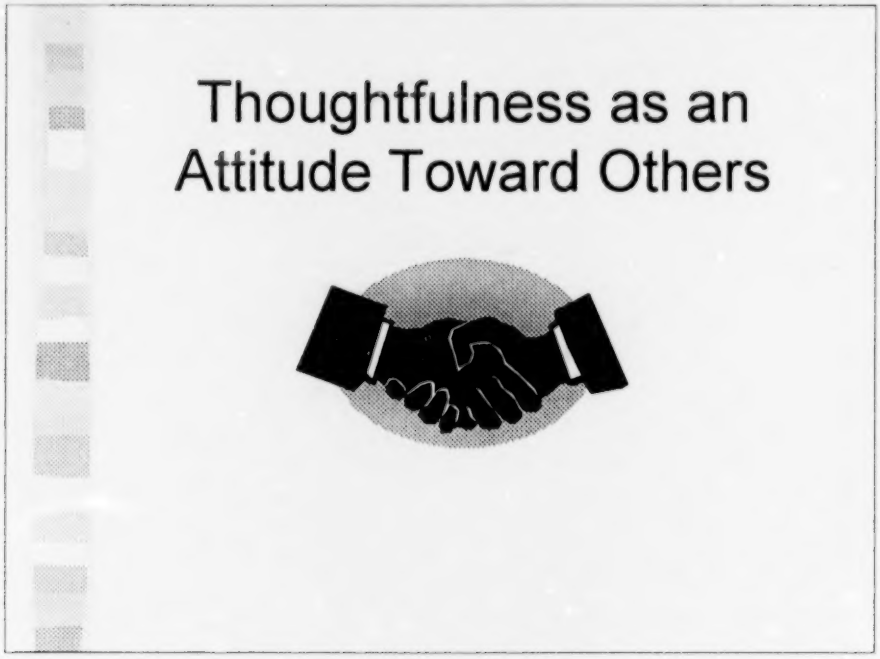
Slide 1. *Workshop I*

John Barell, an educator who has written about thoughtfulness in the classroom, says that thoughtfulness involves two parts of students' lives their attitudes toward themselves as learners and their attitudes toward other people



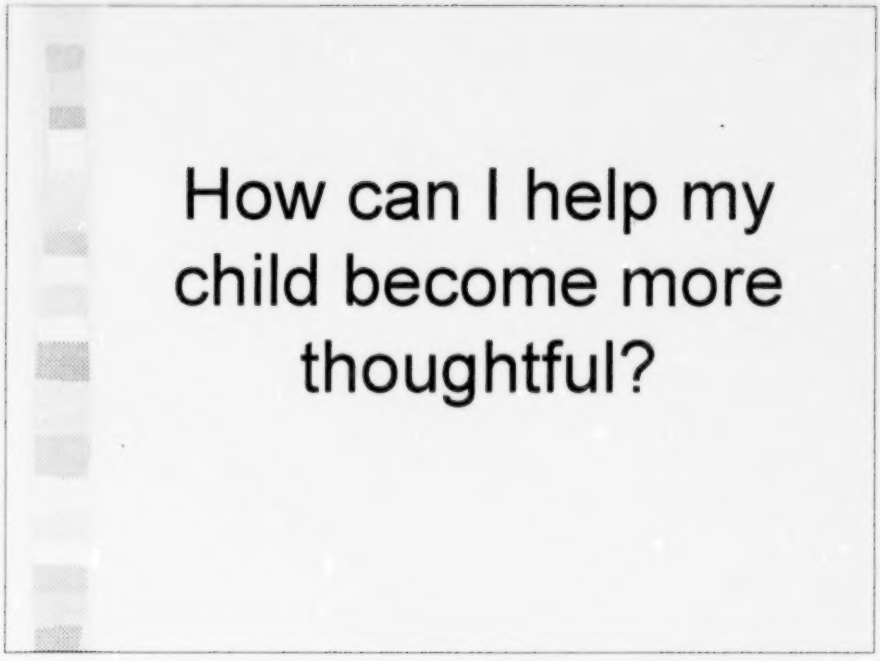
Slide 2, *Workshop T*

On the one hand, thoughtfulness involves an individual's ability as a thinker and problem solver. Does he think about his thinking? And does he possess the skills needed to be a good thinker and problem solver?



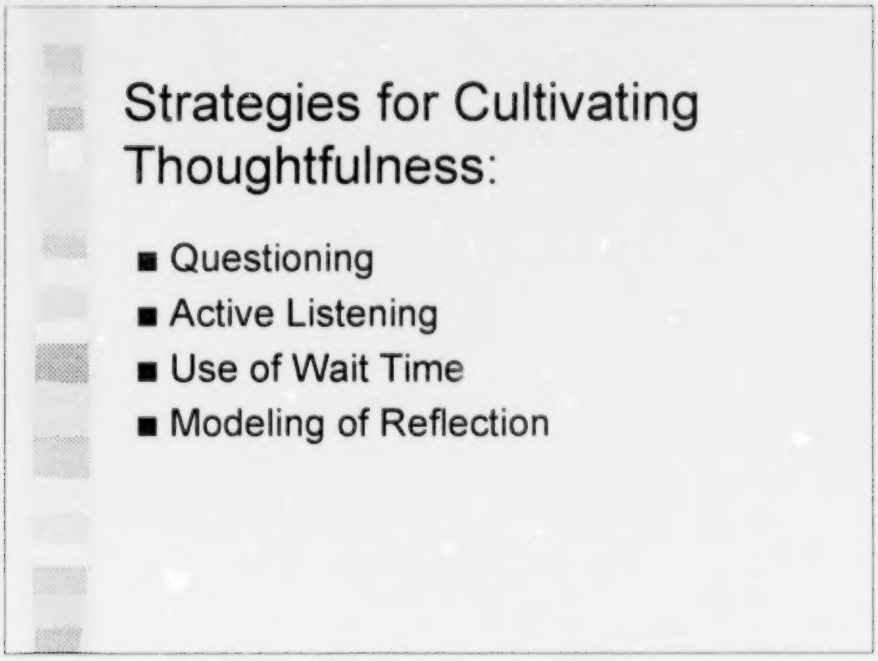
Slide 3, *Workshop T*

The other side of thoughtfulness is just as important, says Barell. This relates to an individual's attitude toward others. Is she open to other people's ideas? Does she demonstrate respect for others?



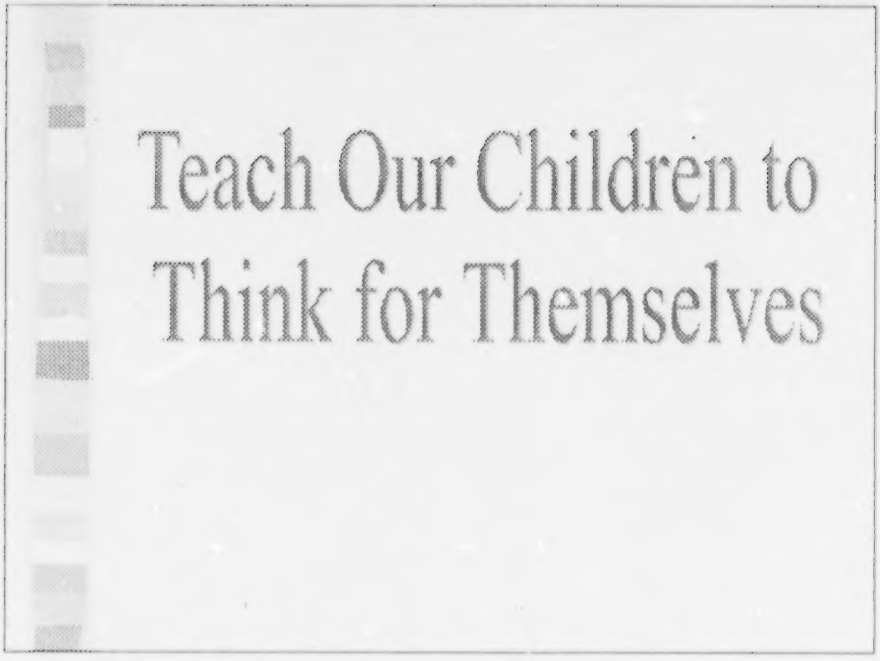
Slide 4, *Workshop T*

During this session, we'll consider what we as parents can do to help our children become more thoughtful in both senses of the word.



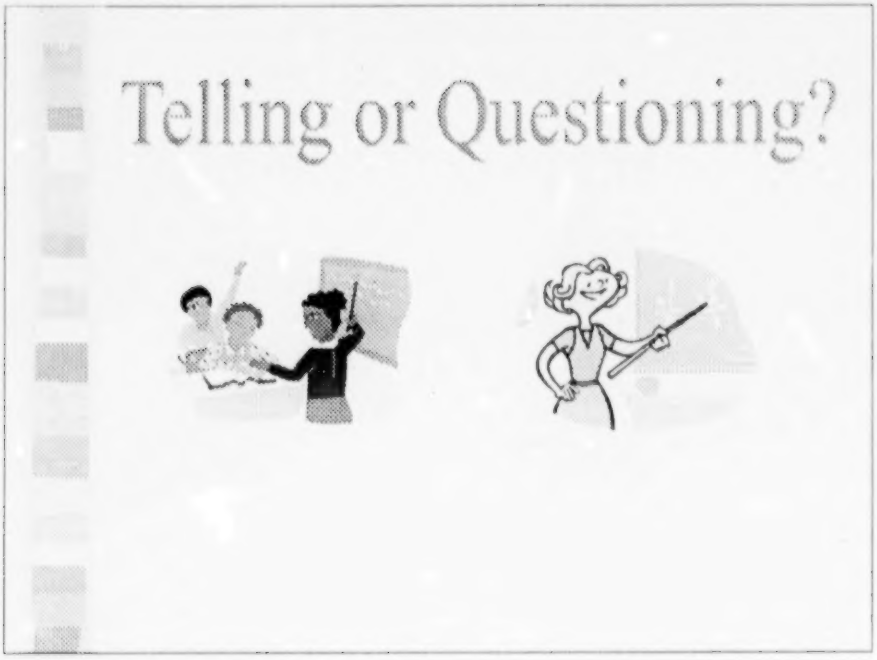
Slide 5, *Workshop T*

We'll look at four specific strategies that we can use to accomplish this goal: (1) questioning, (2) active listening, (3) use of wait time, and (4) modeling of reflection.



Slide 6, *Workshop 7*

The authors of *Emotionally Intelligent Parenting* suggest that one important goal of parenting is "teaching children how to think for themselves." How may of you would agree with this goal? *[Ask participants to stand up if they agree.]*



Slide 7, *Workshop 7*

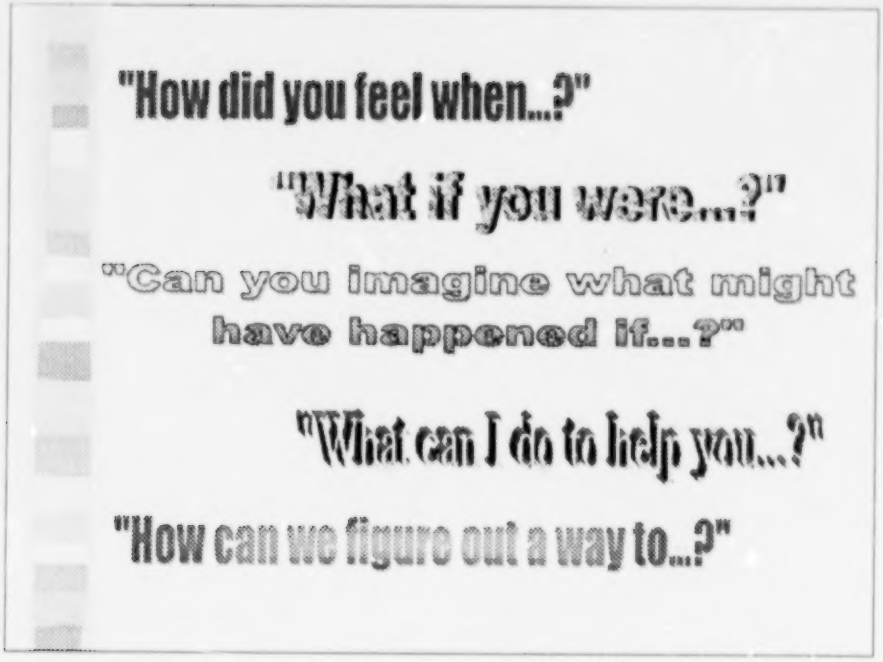
These experts say that if we are to accomplish this goal of helping children think for themselves, we need to learn to ask better questions of our children AND offer less direct advice.

How To Shut Down Your Children's Thinking
■ Tell them what YOU think ALL the time.
■ Evaluate what they say as "good" or "bad"—as soon as they make a statement.
■ Every chance you get give them wisdom from your own childhood ("When I was your age....").

Slide 8, *Workshop T*

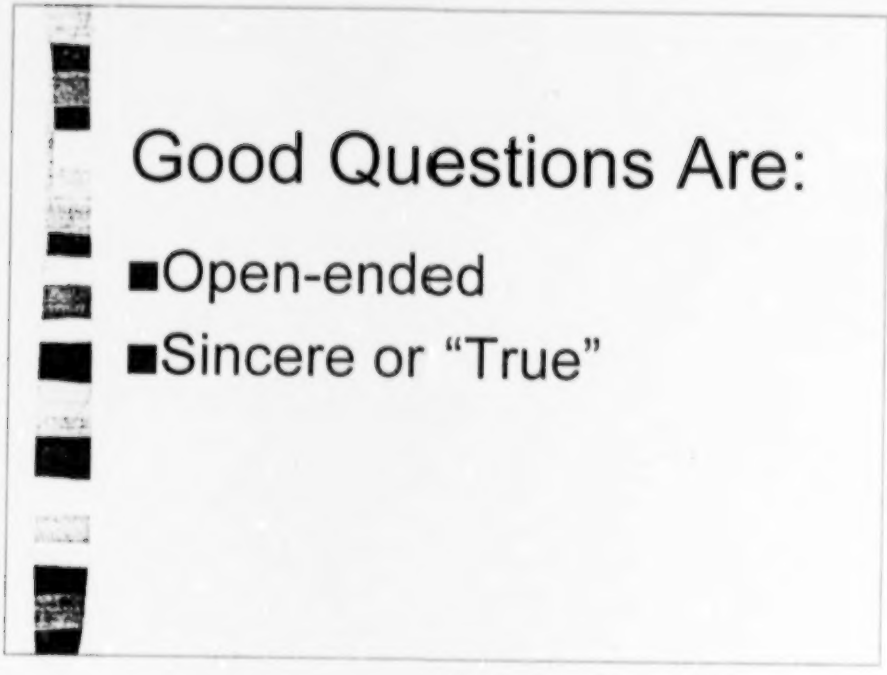
In fact, they say that there are some sure-fire ways of talking so that your children do NOT think. Included among these are

1. telling them what YOU think ALL of the time
2. evaluating what they say as "good" or "bad" before they can give you their reasons for their thinking
3. giving them wisdom from your childhood


"How did you feel when...?"
"What if you were...?"
"Can you imagine what might have happened if...?"
"What can I do to help you...?"
"How can we figure out a way to...?"

Slide 9, *Workshop T*

Instead of parents doing all the talking and thinking, we should learn to ask our children questions that will stimulate their thinking.

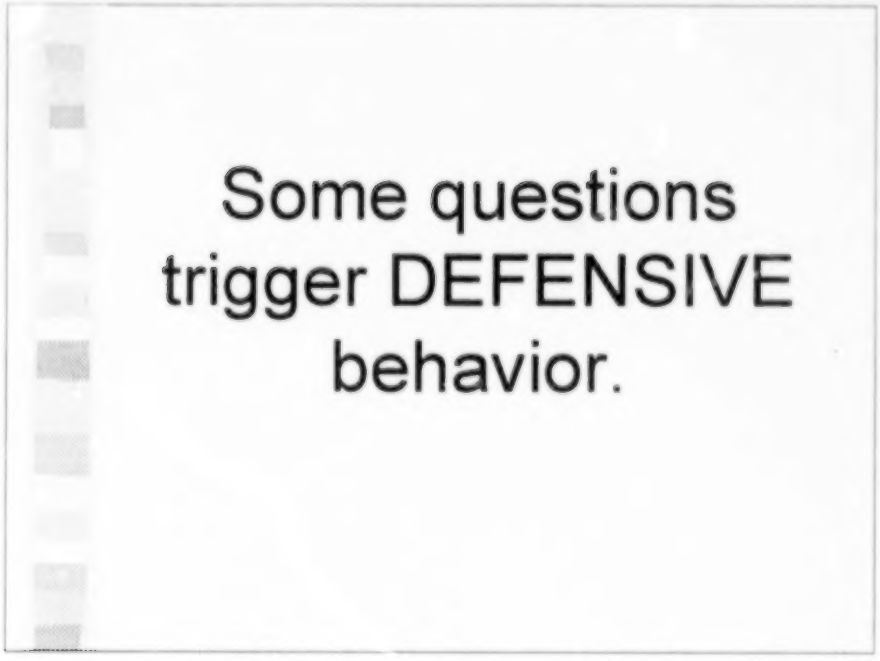


Slide 10, *Workshop T*

Effective questions have two major characteristics:

1. They are open-ended; that is to say, they are invitations to our children to say what they are really thinking. They are not questions designed to have our children give us "THE RIGHT ANSWER"; that is, our answer.

2. They are TRUE or SINCERE questions; we ask them because we really care what our children have to say.



Slide 11, *Workshop 7*

Think about this situation: Your child failed to tell you about a low test grade. You find out from her teacher.

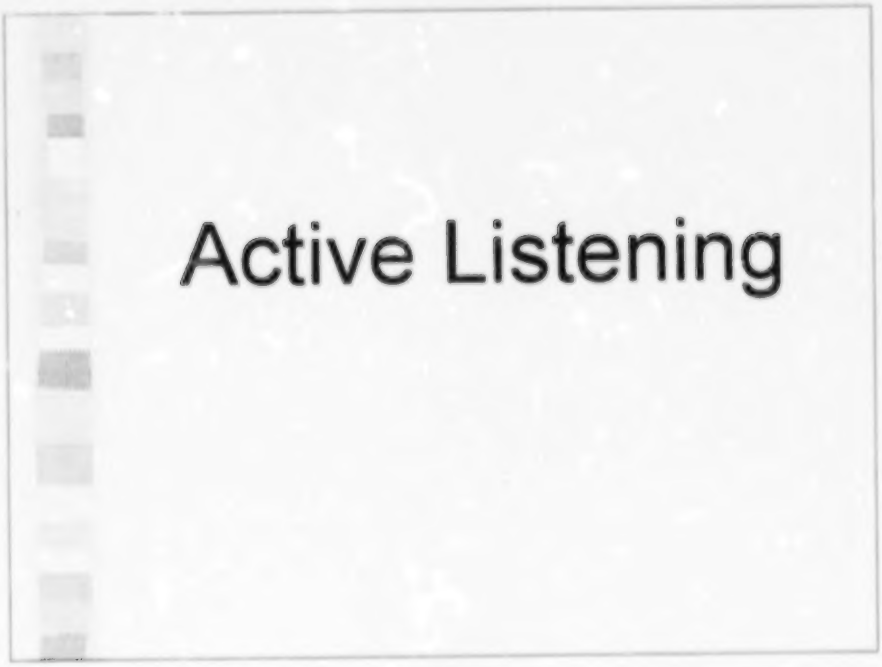
What would be our usual or typical question? *[Ask participants and let them respond. Someone will probably say:* ***Why didn't you tell me about this grade?****]*

How could we engage this child in conversation by asking a question that is truly OPEN-ENDED and SINCERE? *[Ask participants to take 30 seconds or so to reflect and think of a question that might lead to a productive conversation. As suggestions are made, write questions on a blank transparency. If participants have difficulty coming up with appropriate questions, you might ask them how the child might respond to the following:*

1. How do you think I felt when Ms. Brown (the teacher) called to talk about the low test grade?
2. What can I do to make it more comfortable for you to share "bad news" with me?
3. Can you remember how you felt while taking that test?

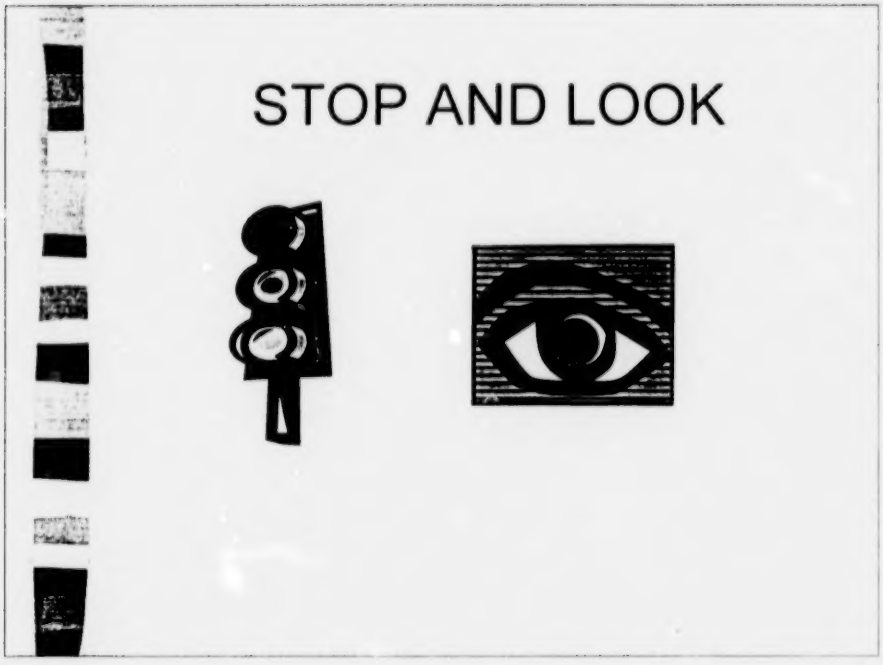
Slide 12, *Workshop T*

The point of these kinds of questions is to encourage your child to really THINK about the issue under discussion—to identify the problem and begin to identify ways to solve it.



Slide 13, *Workshop I*

The second strategy for promoting thoughtfulness is ACTIVE LISTENING. We could spend an entire year learning how to be better listeners, but let's just look at a few simple rules that make for active listening.



Slide 14, *Workshop T*

First, when you child is talking to you, stop what you're doing and look at her with interest in what she's saying. We know that nonverbal responses communicate even more loudly that our words.

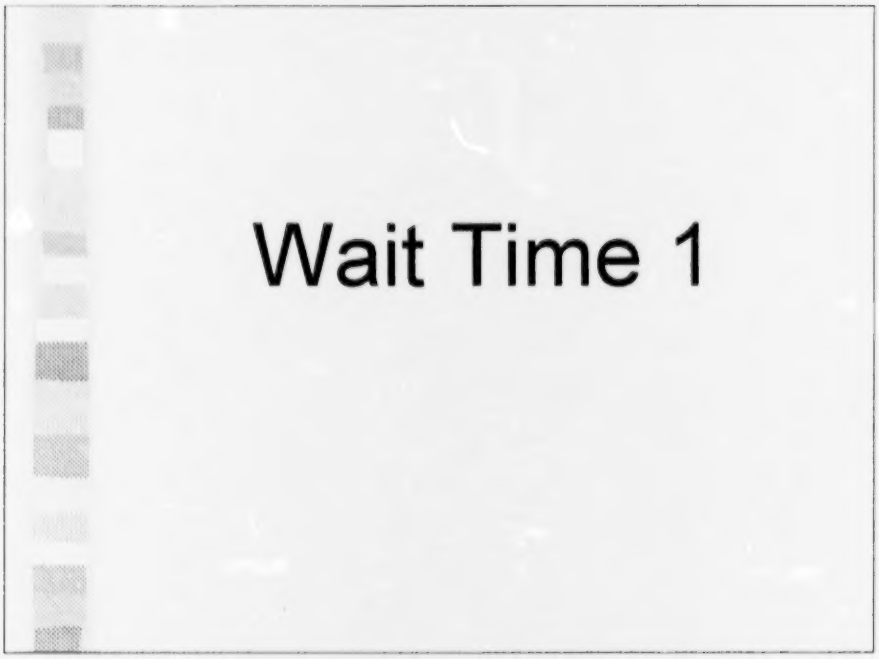
Slide 15, *Workshop T*

Secondly, listen with interest in what your child is saying. Listen to understand her point of view.

Steven Covey, author of *Seven Habits of Highly Effective People*, says that we usually listen to others from an "autobiographical" point of view. That is to say, as we are listening we are thinking of what we would have done in the given situation, or we are planning our response to the speaker. The challenge here is to put all of your preconceived ideas out of your mind for the moment and truly listen to what your child is saying and feeling.

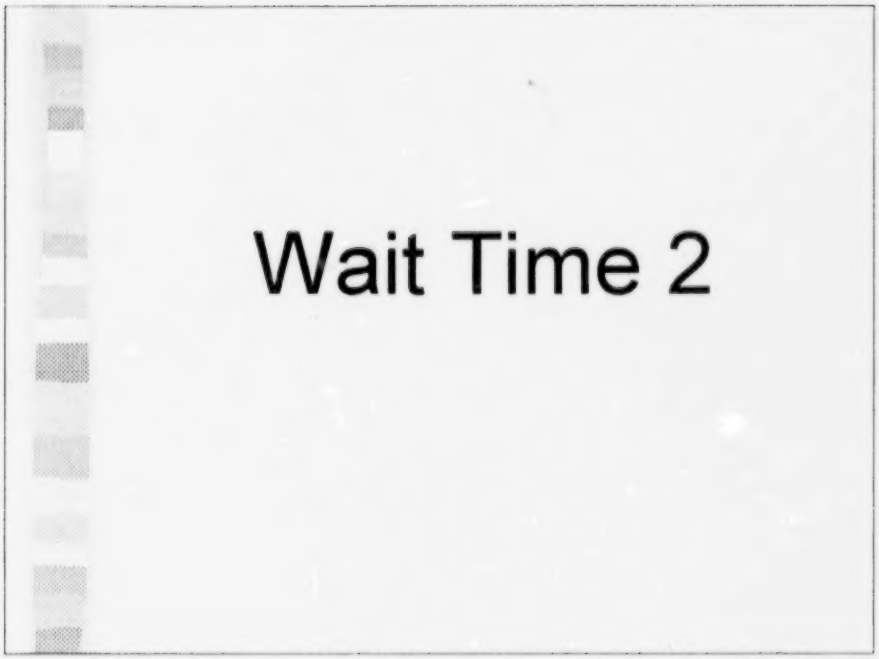
Slide 16, *Workshop T*

A powerful third strategy for enabling others to reflect and think is WAIT TIME. This is the silence that we provide to others to enable them to think. There are two times when we can effectively use wait time to stimulate our children's thinking.



Slide 17, *Workshop T*

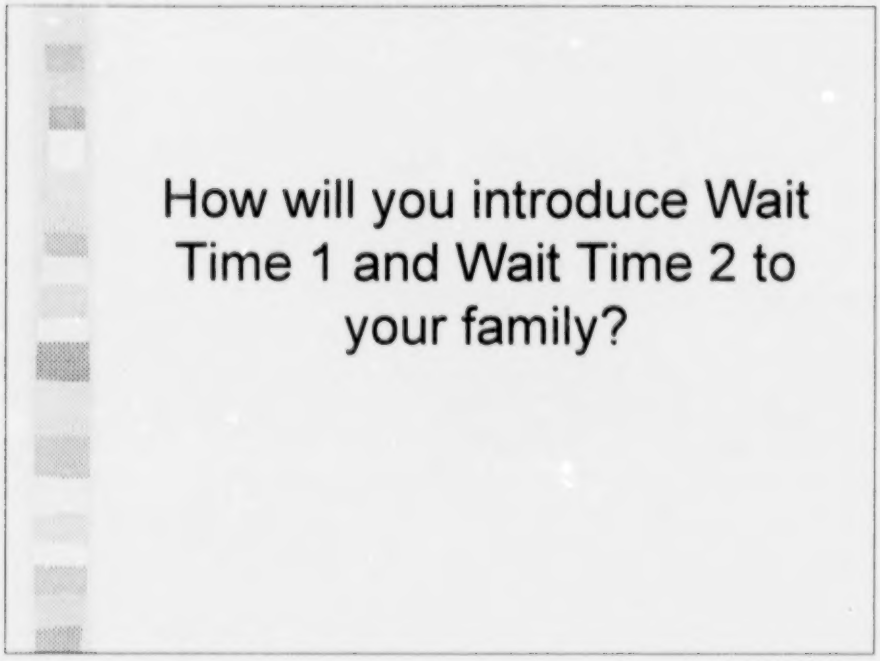
Wait Time 1 is the pause after we ask a question or make a statement to our children—before we talk again. Oftentimes, we ask a question and when we don't get an immediate response, we immediately either (1) ask the question again, (2) ask in different words, or (3) make a statement. Researchers have found that most of us need time to think before responding to another's question. The recommended amount of time is 3-5 seconds. Now, admittedly this doesn't seem like a lot of time: Let's count it off together—one-thousand-and-one, one-thousand-and-two, one-thousand-and-three. Now let's count off three seconds silently. *[After three seconds continue.]* Can you suggest some reasons why Wait Time 1 might help your child become more thoughtful? *[Allow some time for discussion. Different ideas will emerge. While there is no one right answer, some of the points that you'll want to make are: (1) Wait Time 1 provides an opportunity for children to think back and collect all of their thoughts before speaking, (2) When you don't fill the air with your thoughts, the child is invited to truly express himself, and (3) When you don't immediately answer your own questions, your child knows that you are truly interested in her thoughts.]*



Slide 18, *Workshop T*

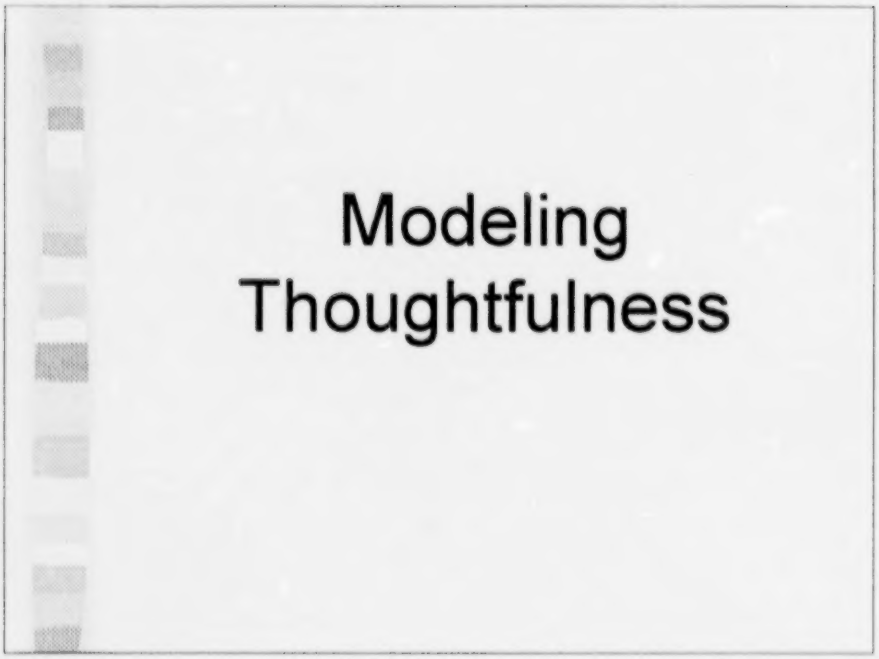
Suppose that you've asked your child a question or made a statement, and she has responded. Ordinarily, we "jump right in" to react to the response. Wait time research says that we should wait again, following our child's response, for another 3-5 seconds. This second pause, which is called Wait Time 2, gives the speaker time to add on to what he was saying or even change his response.

In what ways do you think Wait Time 2 can encourage more thoughtfulness? *[Again, engage participants in discussion—encouraging them to really think. Some of the ideas that may emerge: (1)When you don't immediately evaluate or react to a statement, your child knows that you are really thinking about what he said, (2) When you allow the opportunity, your child can think more deeply about the issue, and (3) This time also allows you the opportunity to process what has been said, rather than just reacting.]*



Slide 19, *Workshop 7*

Using Wait Time 1 and Wait Time 2 on a regular basis can promote both kinds of thoughtfulness. However, be sure that you talk to your family about the concepts of wait times BEFORE you start experimenting with them. Because we don't ordinarily communicate this way, the change can be confusing if we don't prepare for it. Take a few minutes to talk with a partner about what you might say to your family concerning Wait Time 1 and Wait Time 2. *[Allow participants 2-3 minutes to talk among themselves as to the value of wait times. Then, ask for a few volunteers to share their group's thinking.]*



Slide 20, *Workshop T*

We've considered how we can encourage our children's thoughtfulness by: (1) questioning, (2) active listening, and (3) use of wait times. The final strategy is one that works for a variety of purposes: that is, MODELING. When we model for our children thoughtfulness and reflection, we send them the message that we truly value these ways of thinking and being. How can we model genuine thoughtfulness for our children? *[Ask participants to share their ideas as to how we can model, giving specific examples when possible. Many different ideas should emerge; among these, that by using the strategies you've presented during the session, you can begin to set a more thoughtful tone for family talk.]*

At this point, we'll stop and apply these ideas to some real-life scenarios. As you participate in the role-play activity, think about these four strategies: questioning, active listening, use of wait times, and modeling of reflection. How can you use these to help your child develop more thoughtful behavior?

Activity #3: Role-Playing—What Would A SMART Parent Do?

(Estimated Time: 25-30 minutes)

Materials Needed

- ❑ Copies of the handout, Scenarios (Handout #2)

Directions to the Facilitator

1. Have participants number off, 1-3, and form three small groups with others of their same number. Assign each of the groups one of the scenarios. Each group should name a leader to help their group move through to timely completion of the activity.

2. Instruct them to read their scenario thoughtfully.

3. Hold small group discussions of how they might use the skills presented (in the earlier lecturette) to engage this child in a thoughtful conversation about the problem or issue.

4. Following discussion, they should plan a role-play where one assumes the role of the student and another the role of a parent. The purpose of the role play is to demonstrate the skills/strategies that have been highlighted in this session. A third group member should serve as the narrator for the role play—introducing the scenario to the total group and commenting on the strategies that the "actors" attempted to demonstrate when the role-play has ended. Role-play and commentary should be planned for 3-5 minutes.

Handout #1, Workshop T, Activity 1

Reading for Activity 1: What is the Parents' Role in Developing Thougtfulness

Excerpt from *Teaching for Thoughtfulness: Classroom Strategies to Enhance Intellectual Development*, Second Edition, by John Barell, New York: Longman Publishers, 1991, p. 1.

Isidor Isaac Rabi was a nuclear physicist who won the Nobel Prize in 1944 for his work on atomic nuclei. When someone asked him how he grew up to be a physicist, he told a revealing story:

> When all his friends growing up in Brooklyn came home from school, their mothers asked them, "So, what did you learn today?" But not his mother. When he came home, his mother asked, "Izzy, did you ask a good question today?" By Rabi's account, his mother's persistent question had a very strong influence upon the development of his inquisitive mind."

Scenario #1: Jennifer, 4th Grader

Jennifer is a vivacious, outgoing, energetic 4th grader who enjoyed success in and out of school during the early grades. She is a skilled soccer player, an enthusiastic Girl Scout, and very popular with her classmates. Jennifer's first four years in school were successful ones. She always seemed excited about her learning, completed her assignments on schedule, and tried her hardest. After the first few weeks of 4th grade, however, you (her parent) notice that Jennifer seems to be somewhat disinterested in school. She seldom talks about what is happening in her class, seems never to have homework, and wakes up many mornings "not feeling like going to school." You try to talk with Jennifer about your observations, but she tells you that "there's not a problem. Everything is fine." After the 4th week of school, a progress report confirms your fears: Jennifer is failing math and barely passing science. She is doing average work in her other subjects. You plan to schedule an appointment with Jennifer's teachers to discuss the situation, but decide to first talk with Jennifer about the situation.

How would you proceed? What would you say to Jennifer? How would you engage her in talking about the situation?

Scenario #2: Bret, 7th Grader

Bret has always been an excellent student. From his early years in school, he was fascinated by mathematics, curious about the natural world, and always reading—above and beyond what was required. Bret also has a history of good citizenship; his elementary school teachers talked in glowing terms of his willingness to help less able classmates and of his leadership potential. As a young child, he had many friends. Bret played T-ball one spring, but didn't enjoy competitive sports. Since that time, he hasn't shown any interest in sports or any other organized activities. Bret began the 7th grade smoothly enough. He talked enthusiastically about his classes, particularly his science class, and "brought home good grades." However, you (his parent) received several disturbing messages from teachers over the course of the fall. The theme of these messages: Bret was demonstrating a lack of respect for some of his classmates—and some of his teachers. According to Bret's teachers, he seemed to be developing an arrogant attitude, often making sarcastic and hurtful comments to individuals with whom he disagreed. You (Bret's parent) are shocked and disappointed. You want to talk with his teachers, but first you'd like to hear Bret's side of the story.

How would you engage him in a conversation that would help you understand his point of view?

Scenario #3: John and Susan, Teenagers

John, 16, and Susan, 14, are siblings. Both are SMART learners. They have achieved success in school and have also been actively involved in their community from their earliest years. They appear to be well-adjusted young people—happy with themselves and enjoying healthy relationships with their peers. The fall of John's junior year brings much dinner-time conversation about future plans. Will he go to college, and, if so, where? What does he really want to do with his life? Susan is drawn into the conversation. She is beginning her sophomore year in high school and is also thinking about life after high school. They turn to you for answers.

As their parent(s), how would you proceed in your conversations with John and Susan? What would you say to them? What role would you take?